Exceptional Children

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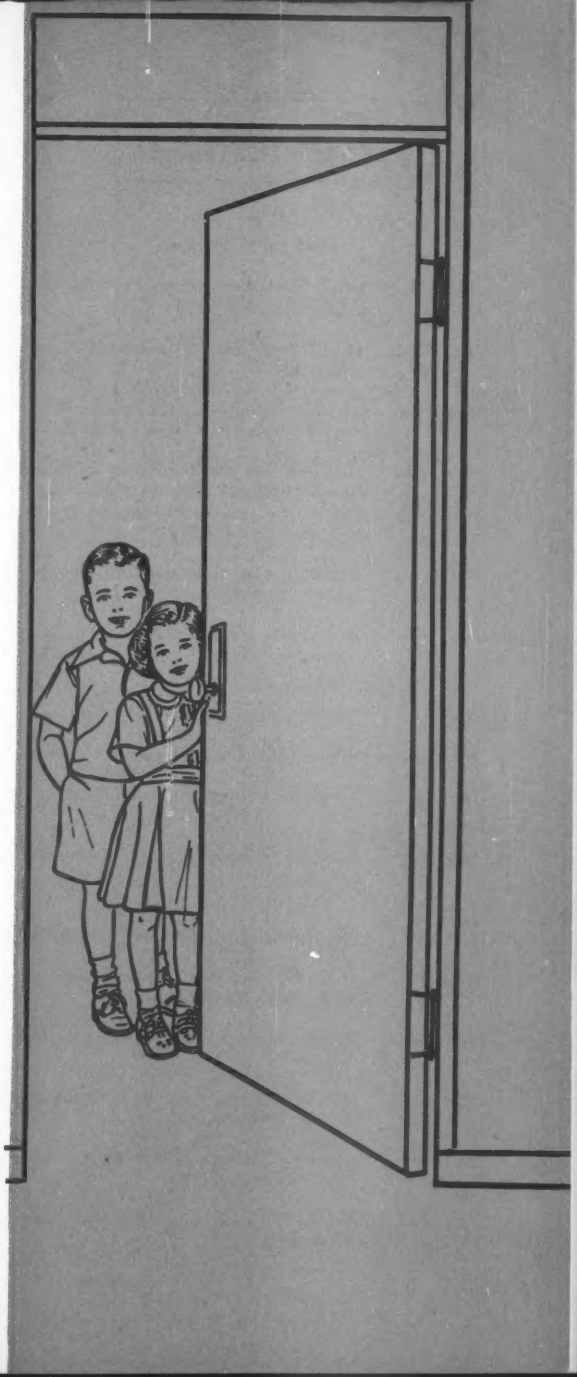

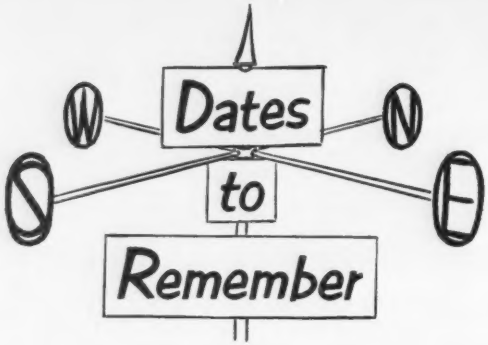

May	Cerebral Palsy Month
May 3-4	**Calif. ICEC Federation, Sacramento**
May 5-11	National Hearing Week
May 7-24	10th World Health Assembly, Geneva, Switzerland
May 15-18	National Conference on Education for Leisure, Woodner Hotel, Washington, D.C.
May 17-18	**Ill. Assn for the Education of Exceptional Children, Allerton Park, Ill.**
May 19-22	National Congress of Parents and Teachers, Cincinnati
May 21-25	American Assn on Mental Deficiency, Hotel Statler, Hartford, Conn.
May 23-24	1957 Annual Meeting of President's Committee on Employment of the Physically Handicapped
June 5-8	American Hearing Society, St. Louis, Mo.
June 15-20	UBEA, NEA, Dallas, Texas
June 23-28	American Instructors of the Deaf, Tenn. School for the Deaf, Knoxville
June 23-29	American Physical Therapy Assn, Hotel Statler, Detroit
June 30-July 6	NEA Centennial Convention, Philadelphia
July 1	**ICEC Meeting at NEA Convention, Warwick Hotel, Philadelphia, Pa.**
July 1-4	National School Public Relations Assn, Philadelphia
July 1-6	12th International Congress of Occupational Health, Helsinki
July 7-19	Classroom Teachers National Conference, NEA, Philadelphia
July 8-12	4th World Poliomyelitis Conference, Geneva, Switzerland
July 8-13	Interamerican Society of Philosophy, Gallaudet College, Washington, D.C.
July 22-26	International Society for the Welfare of Cripples, London, England
July 24-Aug. 1	4th International Congress of Nutrition, Paris, France
Aug. 2-10	2nd International Conference of Educators of Blind Youth, Oslo, Norway
Sept. 16-21	7th Congress of International Society of Orthopedic Surgery and Traumatology, Barcelona
Sept. 27-28	Pa. Conference for the Education of Exceptional Children, Philadelphia
Sept. 30-Oct. 3	American Hospital Assn, Atlantic City, New Jersey
Nov. 13-16	**ICEC Southeastern Regional, McAllister Hotel, Miami, Florida**

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ICEC's 35th Anniversary

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Write to Warren O. Mendenhall, Assistant Superintendent, Orange County Schools, 1104 West Eighth, Santa Ana, California.

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Exceptional Children

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"Changing Trends for the Handicapped"

ICEC - NEA MEETING
PHILADELPHIA, PA.

Be sure to save Monday, July 1, 1957, at the NEA CENTENNIAL CONVENTION for this ICEC program.

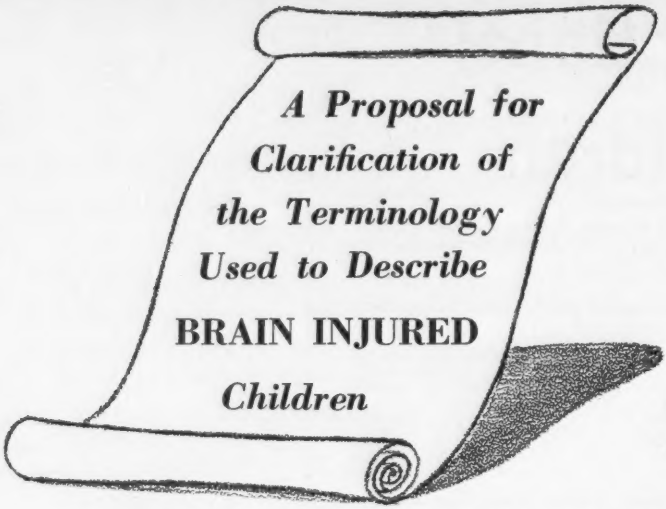
The section and general meetings will be held at the Warwick Hotel at 17th and Locust Streets in Philadelphia. Meetings will begin at 10 A.M.

Warren B. Perry is chairman of the program and general arrangements committee for ICEC during the NEA Centennial Convention in Philadelphia, July 1-5.

Three section meetings and a general meeting have been announced on the physicaly handicapped section, the psychological services section, and the mentally retarded section.

List this ICEC meeting on your agenda for Philadelphia!

Centennial Greetings to All!



GODFREY D. STEVENS
JACK W. BIRCH

Introduction

EDUCATORS, psychologists, social workers, psychiatrists, and others concerned with the study of child behavior have become increasingly aware of the existence of certain children with unusual and bizarre behavior who do not fit easily into existing classification schemes. Research in recent years has thrown some light on this problem, and evidence is rapidly accumulating which points to central nervous system impairment as the basis for the problems of many children.

The work of Goldstein (4), Bender (2), Doll (3), and Strauss and Lehtinen (8), have focused on these problems. The work of Strauss and his associates has come to be synonymous with the term "brain-injured." As is so often the case, certain descriptive terms may prove to be inadequate in light of new developments in philosophic position and the results of research (1, 4, 6). It would appear that the term "brain-injured" has become a specific scientific term and is no longer of value in light of what is known about the sequelae of central nervous system impairment.

The term "brain-injured" has been used to describe a wide variety of conditions in the past 10 years, and as a consequence the term is rapidly becoming of questionable value as a means of describing the child with disorders of perception and other related central nervous system sequelae. Wortis (9) points out that "There is no brain-injured child," but only a variety of brain-injured children whose problems are quite varied and whose condition calls for far more refined analysis than some of the current generalizations on the brain-injured child provide."

Purpose of the Discussion

It is the purpose of this discussion to suggest a term that can more accurately describe the phenomena reported by Strauss with a view of clarifying the situation for both scientific purposes and for practical clinical application. The writers are indebted to Shulamith Kastein for stimulating interest in this problem.

HISTORICAL BACKGROUNDS

The work of Strauss and his associates suggests that there does now exist a child with specific characteristics that have been associated with damage to the brain (8) and (9). There is some controversy on this point (3). The presence of disordered behavior is not always evidence of brain damage, and the existence of brain damage does not necessarily imply the presence of certain kinds of behavior (3, 6).

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The term "brain-injured" as used earlier by Strauss (7) had to do with the problem of children who were defective due to damage to the brain. Later he became interested in what might be thought of as "non-retarded brain-injured" children—children who did not suffer from intellectual limitations as a consequence of a defective brain. Earlier Strauss virtually eliminated the motor handicapped child from his population. However, more recently he has included the motor handicapped child (8).

The Concept of the Brain-Injured

The term "brain-injured" as used by Strauss in his early writings (7, 8) described children with perceptual disturbances, learning disturbances, disturbances in thinking and disturbances in personality. These children had a tendency to perserverate; to be hyperactive; to function with a rigid, stereotyped kind of behavior; to show evidence of motor disinhibition and a tendency to pay attention to details rather than wholes. These conditions have been observed in children (and adults) with verifiable evidence of damage to the central nervous system. This behavior has also been seen in individuals who show no signs of neuropathology.

Historically, early workers associated the disorganized and unpredictable behavior of certain mentally retarded children with similar behavior observed in adult soldiers who sustained brain injuries. The mental retardation and disorganized behavior in the adults was presumed to be caused by the defect in the brain resulting from the wound. Similar behavior in mentally retarded children, even though there was neither clinical nor developmental historical evidence of injury to the brain, was thought to be sufficient reason for attributing the etiology of the retardation to a defective brain. The presence of disordered behavior in individuals without diagnosable lesions made it possible to make an etiological classification on the basis of an inferential diagnosis.

Strauss introduced the term "brain-injured" into this country just before World War II. It was based on some work he had done in Germany (6). The term "gehirnverletzt" was widely used in Germany and was literally translated into English as "brain-injured." Other substantially synonymous terms used in this country have been "exogenous (7)," "organic," "pathologic," and more recently "neurophrenic (4)."

The term "brain-injured" has certain etiological implications. The term probably came into being because most of the early workers in Europe who were aware of this problem were chiefly medical workers. Since it is common practice to explain the etiology of various pathologies, it became common to refer to this condition from the point of view of the etiology. Reasons for the quick acceptance are suggested by Wortis (9). The expression was used to explain the basis for the disorders of mentality, behavior, learning, and the other abnormalities in childhood associated with this group of problems. This was an oversimplification with serious and far-reaching consequences. Epilepsy, cerebral palsy, mental retardation, certain kinds of sensory handicaps, the aphasias, and more recently schizophrenia may be attributed to damage to the brain. Thus it becomes apparent that there is a need for avoiding an etiological term in describing behavior which is really part of a condition or a symptom complex in which the actual etiology may be unclear.

WEAKNESSES IN THE CONCEPT

Sarason criticized the endogenous-exogenous concept some years ago when used in relation to problems of mental retardation (6). More recently, H. Birch has criticized the validity of the concept of "brain damage." he concludes:

"1. That there are individuals with brain damage.
"2. That we have instruments for examining the behavior of these individuals.
"3. That these instruments are often inadequate for the detection of modifications of behavior produced by this damage.
"4. That we have to produce better methods of approaching analysis of behavior. (3)"

While he was somewhat pessimistic and negative in his review of the work done until now, he felt that here was a field for fruitful scientific endeavor.

Wortis recently questioned the validity of the use of the term "brain-injured" and suggests that it is inappropriate.

The term "brain-injured" as used in its generic sense in medical nomenclature would mean exactly what it implies, "damage to the brain." This in no way tells what the consequences of such damage to the brain may mean in terms of specific be-

haviors. The sequelae of brain damage are often disorders such as epilepsy, mental retardation, cerebral palsy, and its related conditions, personality disorders, or combinations of these. The amount of brain tissue involved and the locale of the lesions seems to determine to a large degree the behavioral significance of such damage.

The term "brain-injured" then can only compound confusion if it is used to describe the symptom complex associated with any of the conditions mentioned above, since it is intended to be an etiological concept, which can account for a number of other conditions.

Another weakness in using an etiological concept as a basis for this description grows out of the fact that a therapeutic approach is difficult or impossible to construct when we know only the presumed cause. In general, under present conditions the therapeutic pedagogy which will palliate the problems associated with central nervous system impairment can best be built on a thorough understanding of the overt behaviors making up the symptom complex or syndrome. When children are multiply handicapped it is virtually impossible to develop appropriate teaching procedures based on the presumptive knowledge that the child is "brain-injured." In actual practice, teachers and clinicians tend to utilize their clinical sense in developing suitable procedures built on what they observe in the child, rather than on the notion that the child has an injury to the brain. In light of present knowledge the very nature of the physiology of nerve tissue brings the psychologist and educator to a method of symptom reduction rather than an etiological therapy.

In looking through the literature, we find the term *perception* frequently used to describe the condition associated with learning disturbances in children known or thought to be brain-injured. It has been suggested that the defects in perception tend to account for practically all the behavioral disturbances associated with the problem. That is to say, if an individual does not perceive his environment normally he cannot make an adequate adjustment to his world and, therefore, will tend to react in an unusual manner. Thus he will have difficulty in learning consequently, or difficulty in adjusting. There are several leaps of verbal logic in this analysis which are only vaguely supported by research evidence. Much more work will need to be done before differing kinds of perceptual experience can be firmly linked to variations in everyday life behavior and to central nervous system lesions in anything approaching a cause-and-effect way.

THE "STRAUSS SYNDROME" AS A DESCRIPTIVE TERM

It would seem desirable to clarify the problem for the purposes of scientific integrity and to reduce the confusion growing out of the semantic problems of clinical language. Strauss's notion of the "brain-injured child" describes disturbances in three broad, general groups, i.e., disturbances in thinking; disturbances in perception; and disturbances in behavior. In detail, the child with central nervous system impairment may show any or most of the following observable characteristics:

1. Erratic and inappropriate behavior on mild provocation.
2. Increased motor activity disproportionate to the stimulus.
3. Poor organization of behavior.
4. Distractibility of more than ordinary degree under ordinary conditions.
5. Persistent faulty perceptions.
6. Persistent hyperactivity.
7. Awkwardness and consistently poor motor performance.

Any child who presents the above symptom complex can be said to exhibit the Strauss Syndrome. The child may or may not be mentally retarded. There is no implication as to the cause or causes of the child's behavior when he is said to exhibit the Strauss Syndrome. Rather, the way is left open to seek the cause or causes of the symptom complex.

In view of the foregoing discussion, it is therefore suggested that the term "Strauss Syndrome" be used to describe this symptom complex. It is our belief that science would profit by this course. First, it would pay tribute to a man who has devoted his life to the study of the significance of central nervous system impairment and who has tried to develop appropriate procedures to mitigate the impact of lesions in the brain on the adjustment of the child. Second, it would be consistent with past scientific practice to isolate a symptom

complex or syndrome by attaching to it the name of the man who has done most to identify the problem.

Third, much confusion in scientific thinking would be eliminated by avoiding the unfortunate practice of referring to children as though their behavior were entirely dependent upon lesions in the central nervous system.

Summary

In view of the confusion growing out of the inappropriate use of the term "brain-injured" to describe a group of children with mild-to-severe perceptual disturbances and disorganized behavior, it would appear that a new term would be of value for both clinical practice and theoretical validity. There is still much confusion regarding the existence of a clinical entity and evidence up to this point is drawn from clinical impressions.

In order to clarify this issue, we have attempted to rationalize the present situation. In general, there are at least four objections to the use of the term "brain-injured."

1. The term is an etiological concept and does not appropriately describe the symptom complex. This is important because the condition which prevails is viewed in terms of symptoms rather than etiology.
2. The term is associated with other conditions some of which have no relation to the symptom complex commonly referred to as "brain-injury."
3. The term does not help in the development of a sound therapeutic approach and in practice teachers and clinicians tend to approach the problem in terms of symptom reduction.
4. The term is not suited for use as a descriptive one since it is essentially a generic expression, the use of which results in oversimplification.

The term "Strauss Syndrome" is therefore suggested to be used to describe the kind of child who does have evidence of defects in perception and related disorders. The recommended term pays tribute to a great worker and more clearly isolates the phenomena in terms of the symptom picture which Strauss has worked with for many years.

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We're going to Miami this November!

—And so are ICEC members from Arkansas, Louisiana, Tennessee, Mississippi, Florida, Alabama, Georgia, South Carolina, North Carolina, and the many neighboring states for the **SOUTHEASTERN ICEC REGIONAL CONFERENCE** at the McAllister Hotel.

Remember to circle November 13-16 as the dates and to make your plans to attend this regional.

Observations on

INDIVIDUAL AND GROUP COUNSELING

of the individual with cerebral palsy

ABRAHAM M. ZEICHNER

The Nature of Groups in Our Society

THE society which shapes the design of our lives, may be divided into many sub-groups, such as the family, religious groups, school groups, peer groups, and many more. The group expectations, at virtually all levels, are that the individual will adopt the manners and values of the group if he wishes to be considered an insider. The pressures that a group can exert toward conforming behavior are considerable. Many instances may be cited where individuals have been expelled from groups because of deviant behavior. The parents who deliver the ultimatum to their child, "Marry outside our religious affiliation and we will have nothing to do with you again," are attempting to maintain a certain kind of group unity and are indicating the nature of the boundaries that define that specific group.

The cohesiveness of any group depends very much on the degree of sharing that the group structure permits. Two people in love or two people who have joined to commit a crime are more powerfully bound to each other than two casual acquaintances. The group tends to exclude the individual who cannot or will not share the experiences or the vicissitudes that it has undergone. The member of a group who, after some absence from the activities of the group, returns and asks, "What's been going on?" asserts as well as reclaims his group membership through the act of sharing experiences in which he did not participate.

When the individual's behavior is markedly different from the expectations of the group, the group may find it necessary to take steps to institute corrective measures. If the group is threatened by the extent to which the individual deviates, the group may attempt to help the individual overcome the barrier that separates him from the norm, as in the case of hospitalizing emotionally ill people; or, the group may find it necessary to be punitive, to the extent of incarcerating those who violate the group's ethical code.

There are many varieties of groups, all of them organized to share in such a manner that each group is set apart from all others. Some groups may organize for purposes of rebelling against existing authority; some groups, to crusade against the evils perpetrated by other groups; and some groups, the anarchists for example, organize to end certain other groups. In each instance, however, the forces that generate the development of the particular group emerge from the conditions operating in the already existing groups. It follows, therefore, that an individual may possess membership in many groups.

Implications For Cerebral Palsy

Some groups develop out of rather unique considerations and the members of these groups are perforce designated arbitrarily. Such are the circumstances which confront the individual with cerebral palsy. *He did not, at birth, select membership in a group of other individuals with*

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cerebral palsy; membership was thrust upon him without his knowledge or consent.

It seems evident that the issues relevant to the development of emotional and social maturity of youths and adults with cerebral palsy are as in the case of all youths and adults, essentially group phenomena. As is generally true, the measure of emotional and social maturity can be taken only in terms of the expectations of the group, within which the individual with cerebral palsy maintains membership. The objective of any attempt to influence the personality development of the individual with cerebral palsy must be defined in terms of the interaction between the individual and the group. *Our aim should be to help the individual with cerebral palsy attain to the extent commensurate with his potential, that degree of group affiliation which would grant him the fullest opportunity to function productively and to contribute to his survival and the survival of the group.*

Importance For Adjustment of Adolescents

The adolescent in our society is confronted by a variety of problems. Among these are the task of stabilizing his sexual role, acquiring a place in the economic structure of our society, and developing the means of dealing with conflicts and tensions that arise from internal and external conditions. The learning necessary to mastering these objectives takes place within group settings. One of the ways in which we recognize failure in an individual to master techniques of living, is the extent to which he withdraws from group membership and becomes an isolate. The parents of a teenager know that something is amiss when the teenager broods alone in his room instead of making friends and joining group activities.

Membership in the large group of people with cerebral palsy may affect the adolescent in many ways. What we see in the adolescent with cerebral palsy is an outgrowth of all of his previous experiences as a member of this group. The temptation may arise at this point to say that the youth with cerebral palsy who has succeeded in solving the problems related to social and sexual roles is of lesser interest than those individuals who have failed. It should be stressed that it is essential to learn from the successes in order to understand the failures. Too often, in the attempt to deal with the various physical and psychological handicaps of individuals, the dominating tendency has been to dwell principally upon the areas of illness in order to effect cures. It is of utmost importance to utilize the positive resources of individuals as a means of gaining ascendance over the negative forces that we look upon as being pathological and undesirable.

Counseling and Problems of Adjustment

What are the implications of individual and group counseling or therapy to the problems of adjustment of the adolescent with cerebral palsy? An individual with cerebral palsy can, like anyone else, develop emotional problems which require professional assistance. From the outset, a point is made of enrolling the child with cerebral palsy in a group life that includes similarly affected children. The individual with cerebral palsy is in practice generally more limited in the possibilities of group affiliation than is the individual not so afflicted. This immediately places considerable limitations on the factors governing personality development. The course that society has typically followed in relation to personality development has been to wait for the emergence of specific problems which then require some form of treatment. In such instances, the individual exhibiting behavior problems may be referred for counseling or treatment, which may be either on a group or individual basis.

The individual counseling approach, whatever the theoretical orientation of the therapist, consists of an attempt to utilize the patient's relationship with the therapist to develop various degrees of insight into the origin and effects of conflicts and problems in order to achieve a less disabling way of life. The group method brings together a number of patients and a therapist and lends a new dimension to the therapeutic process in the form of multiple interpersonal relations within the group. It may be added that one important advantage of a group method over the individual method is that it mobilizes for therapeutic purposes those forces inherent in group living that either do not occur or occur in more attenuated forms when only one patient and the therapist meet. I do not wish to imply that the group method is superior to the individual approach, but, rather, that it permits the utilization of actual reactions to group living that can be examined in individual therapy only in the form of the highly personalized reports by the patient. A patient, for example, may report

to his therapist a discussion that he had with a friend and only gradually, and over a long period of time, disclose the intensity of feeling that accompanied this experience. In a group situation, the same patient may, in the process of discussion with another member of the group, exhibit precisely the emotional reaction that such an exchange of ideas stimulates within him.

Considerations Relevant To Cerebral Palsy

There are two ways in which counseling and psychotherapy can be useful in aiding the adolescent with cerebral palsy in achieving emotional and social maturity. In each case, with the exception of some of the more extreme forms of maladjustment, the group approach tends to be more advantageous than the individual technique. The two areas in question are: prevention of social isolation and correction of maladaptive behavior.

Social Isolation

One of the major effects of any condition, which stamps the individual as different from others, inevitably has been the tendency to interfere with the development of social skills that make it possible for the individual to enter into active relationships with others. Unless special efforts are made, the different individual often develops the conviction that his difference constitutes an inferiority. The far reaching effects of such feelings are that the individual will not limit the concept of inferiority to specific areas, such as hand movement or speech control, but will regard himself as totally inferior to others who do not exhibit such impairment. In attempts to deal with this, the typical solution has been to take groups of individuals with cerebral palsy and attempt to train them either to live with their handicaps or to overcome as much as possible the impairment in their functioning. This has value and may even be essential, but the consequence of such a program is to intensify citizenship of the individual with cerebral palsy in a cerebral palsied group. This makes it essential to evaluate the effects of isolating individuals with cerebral palsy so that they share many experiences with each other merely because they have one significant feature in common. People who wear glasses do not necessarily seek out similarly handicapped individuals in order to share with them an appreciation of music, sports, or any other phase of living. Too often the individual with cerebral palsy is maneuvered into groups on the basis of what he *cannot* do instead of what he *can* do and what he *can* share with others, regardless of physical differences? It seems relevant at this point to suggest that professional personnel should be ultilized not only to assess the impairment of individuals with cerebral palsy, but should, *as early as possible*, direct their efforts to evaluate the positive resources of the individual in order to indicate the possible direction of growth as well as assist in anticipating various aspects of personality development that may require special attention. With this knowledge it should be possible to extend the range of available groups within which the individual with cerebral palsy may develop social skills through interaction with as great a variety of people as he may find in his effective environment.

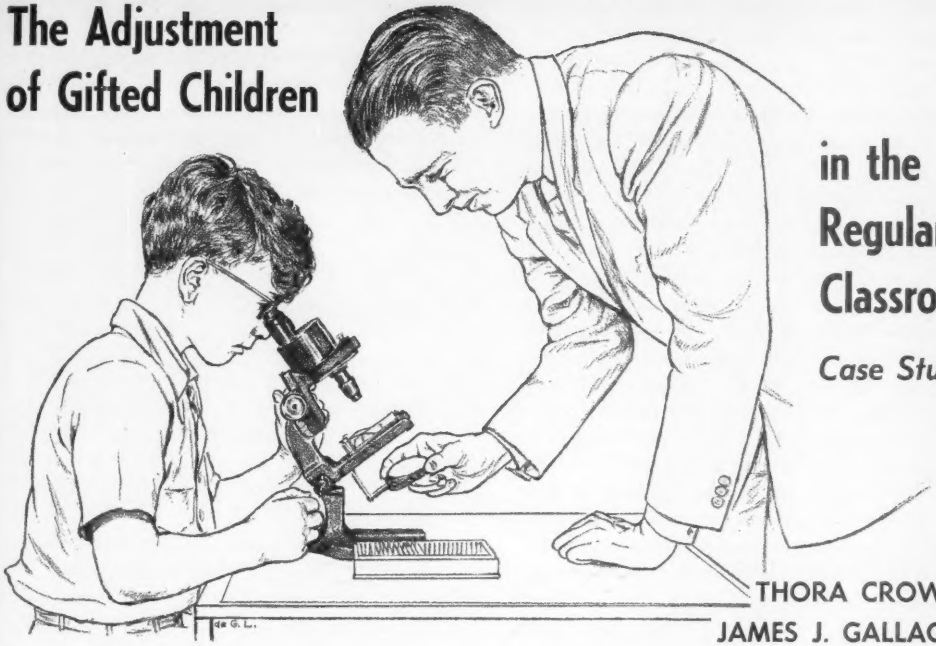
In order to achieve this objective it will be required to prepare not only the cerebral palsied individual for such a move, but it will be necessary, also, to re-educate the rest of society to accept the validity of this concept. The so-called normal adolescent can be cruelly calloused in his rejection of people who differ from him too markedly. Even adults may be far from charitable in their acceptance of differences in others. Individual and group counseling, applied in schools, clubs, and other appropriate situations, may make possible the transition of the individual, with cerebral palsy into broader group living and may assist the more varied group, into which the person with cerebral palsy is entering, to overcome the resistances and opposition to such a move.

Correction of Maladaptive Behavior

With respect to those individuals with cerebral palsy who require assistance with more or less severe adjustment problems, the more convenient solution has been to counsel or treat such individuals in groups of similarly troubled people. This may be necessary as a matter of expedience; however, whether this procedure permits the fullest possible development of social and emotional maturity for the maladjusted individual with cerebral palsy may be questioned. After all, the objective, as defined, is *not* to adjust the individual to a *cerebral palsied community*. The concept of social and emotional maturity implies the ability to interact with a broader cross section of the society within which the individual finds himself. Some

(Continued on page 383)

The Adjustment of Gifted Children in the Regular Classroom: *Case Studies*



THORA CROWDER
JAMES J. GALLAGHER

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In the April issue of EXCEPTIONAL CHILDREN, *the writers reported on the social, intellectual, academic, and emotional adjustment of 35 mentally gifted children to the environment of the regular classroom. The case study approach was used to determine individual needs through tests and interviews and as an attempt to modify the environment of the regular classroom to better meet these needs. The range of individual patterns of adjustment in these areas were so diverse between children that it seemed to overshadow in importance the similarities found among the group.*

To raise the above statement from the level of an educational cliché to a meaningful fact, from which curriculum or program implications might be drawn, the writers intend to present several case histories[1] *which illustrate the particular individual nature of the adjustment adopted by these children. The reader will also be able to perceive how the diagnostic findings were used to plan unique curriculum adjustment for that child.*

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Carol

Carol, an active, verbal eight-and-one-half year old in the third grade; was an unusually witty and charming child who got along well with both children and adults. She revealed no outstanding problems at the present time although there were a few beginning indications of a developing problem of motivation to classroom activities. In school, there was the continual problem of stimulating her

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• ***This completes the two-part article which started in the April issue.***

[1] *The presentation of case history material in the literature is fraught with some difficulty. Every attempt must be made to protect the privacy of the persons involved and at the same time the writers must present sufficient material to describe the psychological environment in which the subject is existing and has existed. In order to satisfy both of these requirements, certain changes have been made so that the cases herein described are not strictly speaking, the life story of any one individual.*

so that she would not rest on her already considerable accomplishments. This relative lack of any adjustment difficulties was found in about 30 percent of the total group.

Family Background: Carol's family, including a six-year-old brother, lived in one of the upper socio-economic areas of the city. The father had an advanced degree and held an executive position in the public relations field. The mother was a former grade-school teacher.

The parents were active, sociable people who appeared relaxed and able to enjoy their children. The mother, though friendly and outgoing, was probably the more serious of the pair while the father appeared to be the model from whom Carol had acquired much of her verbal playfulness and humor. The parents participated with their children in many activities such as games, enjoyment of music, and outings and there appeared a high degree of parental agreement in orientation and interests. The home relationships were predominantly positive with a permissive but not uncontrolled home atmosphere.

Both parents recognized and overtly appreciated Carol's verbal cleverness. This was especially true of the father with whom Carol enjoyed exchanging jokes. The mother described Carol as a child with abundant energy who had to be kept busy to prevent her from heckling other members of the family. The comments made by the parents and Carol's own expressions concerning her home and family suggested that she conformed easily to the relatively flexible family standards for her.

As the older of the two children, Carol set the pace for her younger brother. In most activities, she forged ahead but cheerfully allowed him to enter in. However, the parents believed that Carol felt 'left out' during her brother's infancy and sought to gain additional attention by deliberately being disobedient. Planned efforts to give Carol more individual attention seemed to placate her rebellion, and she accepted her brother better as he became older and less the attention-monopolizing infant.

Developmentally, Carol was not an unusual child. She walked about the time of her first birthday and began to talk in her second year. All of the developmental routines, she learned easily. During the preschool period the mother felt that Carol showed a great deal of "nervous energy" and they were not always successful in keeping her happily occupied. Once she began school, her parents described her as 'better adjusted' and happier because school had been challenging to her. In this connection, it is interesting to note that although Carol did not learn to read before beginning school, she was reading at about the fifth grade level by the early part of the second grade.

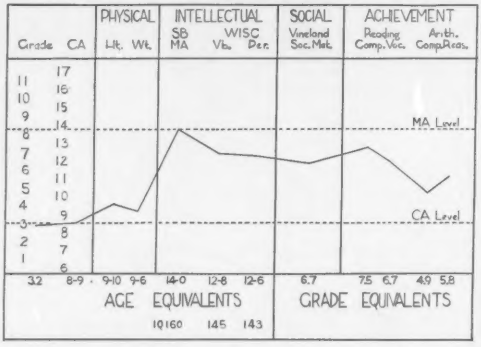

Fig 1 Summary of Measurements: Carol

Although they had never had her tested, these parents were not surprised by Carol's selection for the study. They noted that she had seemed to learn things very quickly and easily. They felt also that the brother was equally capable because of his ability to follow along with Carol. The father stated that he was more interested in Carol's getting along socially than with her academic achievement. However, he said that, they had come to expect Carol to do well in her school work since she did learn so easily and they would be disappointed if she did not continue.

School Adjustment: Figure 1 shows Carol's extremely high ability evidenced in her performance on all intelligence and achievement measurements. Her Stanford Binet IQ was 160 and the WISC indicated equally high facility in the verbal and performance areas.

Measures of academic achievement showed her reading comprehension to be in the middle seventh grade range, far above her grade level. In arithmetic, where most of this intellectually gifted group were able to do only a little beyond their grade expectancy, Carol was two years advanced in reasoning processes and one-and-a-half years above grade level in computational procedures. Her study skills were equal to those of a sixth grader. In social maturity, Carol was also accelerated. The

Vineland Social Maturity scale showed her to be about three years advanced in her interests and activities in the home. Thus all educational measures showed Carol functioning in harmony with her intellectual potential.

The school which Carol attended was in one of the higher socio-economic areas of the city, thus the average ability level of the class was high and their achievement level advanced. Although Carol was well accepted in this group setting, her interests were still beyond those of the other children and seemed to be somewhat restrained in the class situation.

Although Carol's schoolwork was excellent, she appeared neither challenged by classroom tasks nor predisposed to engage in extra activities beyond those of the class. She had commented on one occasion with some disgust, "I am getting in the habit of not using my brains."

She was also noticeably resistent to carrying out review assignments and complained that she already had done that work the previous year. Though spontaneous and creative in more challenging activities, she preferred to pursue only tasks which were directly relevant to the work of the other class members. Carol worked best where she could operate on the periphery of the class assignments doing more complex activities and ignoring the routine aspects.

She was, in terms of sociometric choices, one of the most popular children in her class. However, the teacher reported a tendency for her to hold back and sometimes appear disinterested in the group's play activities. This inhibition of behavior in contrast with her free wheeling behavior in a very permissive setting at home seemed to indicate a certain reluctance to involve herself in the play behavior or interests of her grade level.

Program: In order to provide Carol with a more challenging social as well as academic situation, the school program recommended acceleration to the next higher grade. After the proposal had been considered and approved by Carol's teacher and the school principal, the teacher approached the parents with the plan, explaining to them the reasons for the recommendation in terms of both its social and academic implications. The parents agreed to the acceleration.

For the last third of the school year, Carol was placed in the fourth grade. Her late-in-the-year placement in the higher grade required some extra work to bring her to the level of her new class and thus provided immediate challenge for her in the form of new work.

Comment: Carol is representative of the small proportion of cases for whom grade acceleration was recommended. She showed no outstanding problems but her achievements were unchallenged in her group. Her social and physical maturity and popularity in her class suggested that she would also be accepted in a new group. Her mature interests and tendency to remain aloof from the play activities of her class suggested that she might profit from placement in a slightly more advanced group of children.

In addition, she lived in a home and neighborhood environment where such recognition of ability was considered desirable and not as deviant. In general, such an administrative change was considered advisable only where the constellation of factors were all predominantly favorable as was true in this instance.

Foster

Foster was a highly verbal and popular nine-year-old boy who showed a distinct lack of motivation to perform academic tasks, although his personal and social adjustment were quite adequate. Although 40 percent of our present population showed motivational problems to some degree, Foster was unique in that he did not have accompanying social or emotional problems.

Family Background: The family, which consisted of Foster, his parents, and a younger sister, lived in a middle-class neighborhood which was comfortable but not considered one of the "better" sections of the community.

At the time the child was studied, Foster's father was a salesman at a sporting goods store. His father had held a number of different jobs in the past 10 years and his lack of verbal facility seems to ill-equip him for his present position. Foster's father has always shown a good deal of interest in athletics, and it seemed clear that part of the attractiveness of his present position rested in the type of vicarious pleasure he experienced in being close to those participating in athletics. He spent a good deal of his spare time outside of the house, generally in social contact with members of local athletic teams, and his absence from the home was the major irritant in the family life.

Foster's mother seemed to be a likeable and attractive woman who was quite fond of her two children but who, at times, seemed a little impatient with them. She tended to do things for them which they might very well have done for themselves and, at the same time, expressed a definite desire for the children to become more responsible and independent. Apparently, the mother was not able to see the contradiction between her behavior and her goals.

Foster's sister seemed to be a relatively well-adjusted youngster of six years who, though considered moderately intelligent, was not thought of as being something special. There seemed to be the normal amount of sibling tension between the two children, and there did not appear to be either a strong positive or negative relationship between Foster and his sister.

Generally speaking, Foster appeared to have a close emotional attachment to his mother and to be quite responsive to her wishes and, at the same time, was very proud of the athletic background of his father. He strove to achieve success in tennis apparently as one means of gaining his father's approval. While the father was quite proud of his son's athletic accomplishments, he did not feel that he was able to really get close to his son.

Foster's developmental background was not unusual during the pre-school years, and there was little reason for the parents to believe that they had an intellectually gifted child. He walked at one year, but was two years old before he was talking well. He did not read before he entered school and, although Foster had always achieved fairly well in school, he had never been an outstanding student. Gross physical activity had always been of high appeal to Foster, and he had gained some degree of fame from his skill in tennis, having won some local junior tournaments. Much of his spare time was spent in attempting to improve his already proficient performance in this sport.

The parents were genuinely surprised at Foster's inclusion in this study. It seemed as though his high ability had developed despite a lack of intellectual stimulation in the home or any family pressure to use his intelligence to obtain high academic performance.

School Adjustment: Foster's profile of intellectual skills as shown in Figure 2 indicates a relatively poor academic performance in relationship to his potential. His reading scores were so poor in relationship to his potential that a special diagnostic examination was given to further investigate the possibility that there was a specific reading disability. Results of this examination showed that Foster was a context reader who read fast but inaccurately and who showed consistent repetitions and substitutions in reading paragraph material. He had no systematic approach to reading and was not particularly motivated to do well in the task.

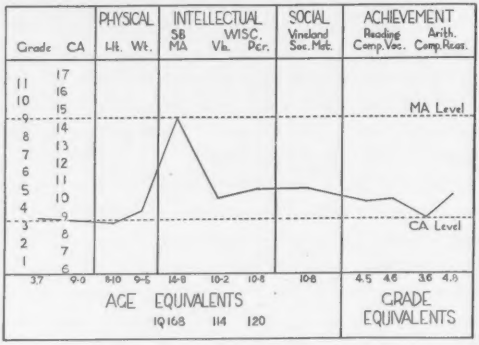

Fig. 2 Summary of Measurements: Foster

It can also be noted that Foster's social maturity score was quite high, a finding that was consistent with other information known about him. Although his arithmetic scores were relatively poor, this subject did not pose a specific problem in the classroom and was of less concern to the teacher than his reading.

Foster was a member of a class that was above average intellectually and socio-economically. There were a number of children in the class who were considered better in achievement than Foster. Despite his academic inefficiency, or perhaps because of it, he was very popular with his classmates and was generally accepted as one of the social leaders of his group. Whatever aggressive impulses he had were generally channeled inward and his characteristic reaction to frustration was to become angry with himself rather than with others. His high striving and ambition to become a champion athlete were definitely not transferred to his school work. In this regard, his values and attitudes were those of his father.

Foster's teacher characterized him as an alert and

curious youngster who manifested only a mild interest in school work. Although he had a tendency to volunteer in class, he didn't devote a great deal of energy to any one subject and didn't stick with a project once it had been underway for a time. His popularity, according to the teacher, stemmed from his thoughtful and considerate behavior toward others and he seemed to do things to please others rather than from any innate pleasure he obtained from the activity itself. His originality and creativity in verbal and non-verbal activities were considered definitely below the level of many other children in the classroom.

Program: Since motivation to respond to academic material was considered the major problem, attempts were made to introduce Foster to books about sports which would have a high personal interest level. In addition, the teacher agreed to have Foster use the dictionary in order to broaden his vocabulary and to help him improve his phonetic analysis of words so that he would have a consistent reading attack.

The teacher agreed to press for and encourage greater creativity in Foster's writing. This was done by having him make up stories, complete poems, and to become one of the students who proposed ideas for class projects and developing methods for carrying them out.

Discussions were held with the parents describing the school's proposed program of broadening interests and stressing independence of thought and action at home. Specific suggestions were made to the parents concerning the possibility of giving Foster more responsibility in the home than he has had in the past.

Comment: Foster would appear to be the type of child whom critics of education might point to as an example of poor educational programming. He is a child who was more concerned with social and life adjustment than with academic matters. It was quite clear from the information gathered that his major interests had been formed and were closely attached to his relationships within the family and any strong change would have required the modification of parental values and attitudes.

Dave

Dave was a verbally mature, slow, and perfectionistic 10-year-old for whom the school situation held few rewards, either social or academic. His difficulties centered around his social adjustment. He had sought acceptance and recognition from his peers and was not achieving it. His intellectual inflexibility and his preoccupation with details made him unable to complete his assignments and thus unable to expand into more interesting and intellectually appropriate subject matter.

Dave liked to talk and receive attention and typically recounted things in minute, drawn-out detail. His most outstanding positive characteristics were a good sense of humor (too mature for his classmates) and a pleasant, friendly manner of interacting with adults. Although he appeared to function well within the family and its small circle of friends, he was not adapting to the more general culture of the school.

Family Background: Dave's father was a research chemist and his mother a former high school science teacher. In addition, Dave had an older brother in junior high school and a younger brother in first grade. The family, which lived in a middle-class neighborhood, placed considerable emphasis on intellectual achievement, and Dave's superiority was recognized and appreciated at an early age. Dave also received a great deal of attention from his grandmother who spent much time in the home during Dave's preschool years.

The parents were themselves restrained and perfectionistic people whose social relationships were rather limited. Although the father appeared to be chiefly responsible for family policies and set the high standards to which Dave aspired, most of his time was spent at his work, and the mother took the major responsibility for caring for the children. Her activities were centered around her home and children with whom she strongly identified and toward whom she seemed quite protective. For example, she was inclined to attribute Dave's lack of classroom productivity to conflicting demands of the teacher.

These were conscientious parents concerned with the development of their children but lacking perspective when evaluating the seriousness of Dave's problem. The older brother had had the same difficulties in school, and Dave seemed in the process of repeating a family pattern.

Both brothers were of high intellectual capacity and appeared to be similar to Dave in their development and interests. The parents have finally recognized the older brother's social difficulties because he was perceptibly withdrawing from social situa-

tions with his contemporaries. The younger boy in first grade had not yet developed this pattern, but neither had Dave nor the older child at that earlier age.

Dave's relationship with his older brother was one of highly competitive companionship. During his early preschool years, the parents had felt that Dave required protection from domination by his older brother, but he was soon able to hold his own with his brother and was usually able to share his achievements and many of his interests.

Dave appeared to have accepted the values of his parents and to have a fairly close relationship with them, especially his mother. He was proud of his father and he seemed to be in active competition with the two brothers for the father's attention, probably intensified because of the father's greater inaccessability.

His early development was that of a bright but not particularly unusual child. He was described as a calm, pleasant baby and an active, exploratory preschool youngster. His advanced ability was evidenced at the age of four when he learned to read along with his older brother who was then in first grade.

These parents were not surprised at Dave's selection for the study. They appeared confident of their children's ability and were pleased that Dave was to receive the attention which the program offered.

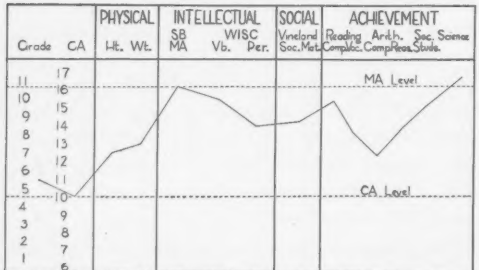

Fig. 3 Summary of Measurements: Dave

School Adjustment: Dave's profile of skills as shown in Figure 3 gave ample evidence of his superior ability and high independent achievement. Performance on tests of general intelligence was consistently high. His Stanford Binet IQ score was 163, while on the WISC his verbal quotient was 154 and his performance quotient 140.

His academic achievement on standardized tests was also very high and in keeping with his intellectual ability. His reading skills were equivalent to those of an advanced high school student and his achievement in science and study skills was equal to his mental age. His arithmetic reasoning was more than three years advanced, and he was well above his grade level in computational skills. In short, his achievement was all that could be asked of him.

The school which Dave attended was composed predominantly of children of average intelligence from lower middle-class homes. His classmates did not respond positively to Dave's attempts to gain recognition and Dave clearly was disinterested in many of their activities. The teacher noted that it was difficult to integrate Dave's contributions into class activities because of his superior attitude and his efforts to associate himself with her rather than with the other children.

His school performance was inconsistent. In some activities he was slow and perfectionistic, while in others the teacher found him sloppy and careless. In response to the teacher's urging that he be more careful with his routine assignments, Dave was spending much school time unproductively laboring over details of his assignments and showed no originality in his work. He liked to have free time for extra reading but seldom finished his assignments early enough to pursue his own interests.

Though socially mature in the sense of having advanced interests and assuming personal responsibility in the family, social acceptance from his peers constituted Dave's major problem in school. The techniques with which he attempted to draw attention to himself were more likely to get him negative than positive attention from the other children; one device was a drawn-out presentation of material and a tendency to focus attention on differences between himself and the other children in his class in family possessions and practices. On a classroom sociometric, in which each child chose five other children as friends, Dave was the only child in the class to receive no choices. The teacher described him as having a superior attitude in his dealings with other children and quick to call attention to other children's errors.

Program: The program for Dave was concerned with improving his social acceptance and making available additional academic work more in line with his ability which would have sufficient interest value to allow him to become more casual and less compulsive about carrying out routine details. The first recommendation was to move him to another fifth-grade class where other children more similar in interest and ability would be found. Unfortunately, this was not feasible under the present school circumstances.

In relation to his unsuitable techniques to attract attention, the teacher was to discuss with Dave the social values of the class, pointing out to him the kinds of behavior which got favorable and unfavorable response from other children.

Role playing was to be introduced as a total class activity with situations being presented that paralleled some of those in which Dave was known to have difficulty (feelings of superiority, telling boring stories, and others). In a direct effort to help increase his acceptance by his peers, the teacher would provide small group projects so structured that Dave's talents might receive favorable response from the other children in the group.

Other recommendations were directed toward improving Dave's effectiveness and enjoyment in the classroom. To counteract his bogging down in routines, a time limit would be set on his checking of routine assignments after their initial completion. He would be provided inconspicuously with a library period in which he could freely pursue his own reading interests in order to allow him greater choice of subject matter and level of complexity. He would, whenever possible, be given more creative and less highly structured assignments as a stimulus to independent thinking and greater interest in content and less in form.

Comment: One of the most commonly mentioned problems of gifted children has been that they may be socially ostracized since their expressed intellectual interests would be repugnant or boring to the average student. The high social standing of the majority of the present group indicated that most of them were not bothered by this problem, but here we have presented a youngster who justifies the term "intellectual bore."

Dave's particular problem seemed to be that he saw himself as belonging more to the adult world than to his peer group. This reaction was quite reasonable since he could see for himself that he was the intellectual equal of many adults (his parents stressed the importance of this factor). Thus he demanded the rights he thought should accompany his ability. The school and the parents faced the difficult task of pointing out to Dave that there are a good many other prerequisites to adulthood besides a powerful intellect and that being a 10-year-old has its advantages, too.

It can also be noted in comparing Dave with similar children in the study that his problem of social acceptance may have been largely of an environmental nature. Had Dave been in a different school climate where there were many other children whose interests and abilities approached his, then this child might not have been an isolate and might partially have achieved the kind of recognition which he sought.

Peg

Peg was a conscientious and compliant nine-year-old in fourth grade whose major difficulty seemed to be a lack of original and creative work. This was a problem which she shared with about 25 percent of the present group. An additional related problem was the general low level of interests for a girl of her intellectual maturity.

Family Background: Peg and her two older sisters lived with their mother and father in a neighborhood which did not reflect the general high socio-economic level of the community. Her family adhered much more closely to the rural midwestern values than to the values of the more intellectual group in the community. Her father was a fairly successful business man who was inclined to leave the administration of family affairs to the mother who was a dynamic, energetic woman with definite ideas of how a family should be run.

This dominant mother supervised the upbringing of her three children with little more than a nod of approval from the father. Her predominant philosophy was that her girls should become well rounded. This meant keeping a proper balance in the social, educational, and physical areas and not allowing any of them to overshadow or overbalance the others. Although intelligence was valued by the mother as a means to an end, she seemed to disapprove of intellectual activities for their own sake.

The father was an easy-going pleasant man who thought that Peg was a little too perfectionistic and demanded too much of herself in the school situation. Aside from that, the father was not a factor in determining family policy or Peg's behavior.

Peg seemed to possess some genuine affection for her father but, while outwardly compliant to the mother, she had some disguised hostile feelings directed to the mother. These feelings seemed to be resentment against the aggressive pressure that the mother used to have her children accept her own values. There was no definite recognition on the part of either mother or father of Peg's high potential, and their response to the school's discovery of high ability was not enthusiastic. It was as though a girl of high intelligence would fit better in this family picture than a girl of very high intelligence.

The family engaged in many activities together which were primarily centered around church affairs. In these social contacts, however, Peg appeared to be treated as the "little girl" of the family and had not been encouraged to seek mature interests which would be equivalent to her mental ability. Peg did not have a very close relationship with her older sisters although she used them as a basis of comparison for her behavior and dress.

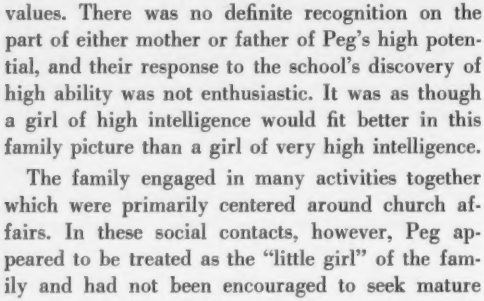

Fig. 4 Summary of Measurements: Peg

School Adjustment: Peg was attending a school which was not noted for having a large number of bright children enrolled. In Peg's own classroom there were no other students within 30 IQ points of her ability. On the profile of skills shown in Figure 4, Peg showed a general depression of academic skills in relationship to her mental ability in practically all areas. Although her reading and associated skills were not anywhere near her capacity, she still ranked with the top of her class, so poor was the competition in the classroom. Her grades on report cards typically were all A's. Her poor scores on arithmetic tests were a reflection of her performance in class even though she still made high grades.

Peg's performance on the WISC was at a considerably lower level than her performance on the Stanford Binet and was marked by an unusually poor score in comprehension. An examination of her answers indicated that Peg revealed a definite lack of cultural background and experience, a fact which was noted throughout other test performances. Her high scores on arithmetic reasoning as compared with arithmetic computation reflected a general finding in the gifted group of higher arithmetic reasoning scores when compared with arithmetic computation.

Although Peg earnestly tried to do everything required of her by the school, her originality and creativity were quite poor. She did not seem to be conscious of this lack and indeed, because of poor competition and lack of intellectual activity in the family, probably did not realize her own potential. Her reading interests were quite immature, centering around children's detective stories and comic books, and the programs she watched on television were of a non-intellectual nature.

Peg was quite socially popular within her classroom and the popularity extended beyond social activities into the area of leadership. She gave the impression though that she led by default and that, if any other child had revealed leadership ability, Peg would have willingly stepped into the background. Under stress situations, Peg tended to cry rather than to express anger, and both the family and the school personnel commented that they have never seen Peg express overt anger. Despite this consistent withdrawn behavior, the personality tests showed Peg to have a considerable amount of aggressive feelings.

The teacher felt Peg was one of her better students who was socially popular, high in leadership, and who generally enjoyed school. Although Peg was an efficient worker and tried very hard to please, her teacher rated her quite mediocre in original thinking and creativity.

Program: Because of the need for a more stimulating intellectual climate for Peg, the first recommendation was that she be moved to another class

at the same grade level where more intellectually stimulating companions could be found.

In order to help her broaden her interests, the teacher agreed to introduce Peg to biographies of great women, give assignments of specific TV programs of a more cultural nature, and activities that would help Peg produce more original and creative writing. This program included her writing endings to short story plots, producing descriptive paragraphs of events that she has seen, and composing poetry.

An attempt was made to discuss with the parents the contrast the school found between her high intellectual skill and her generally immature interests and inefficient school performance. The family was asked to cooperate in seeing to it that Peg had the opportunities to read books of a more stimulating nature.

Finally, the teacher was encouraged to help Peg place more emphasis on the interpretation of facts as opposed to a mere collection of facts in order to help her to develop a more basic foundation for critical thinking.

Comment: This case illustrates the importance of knowing the school environment in order to adequately assess the child's total adjustment. Peg was fairly well adjusted to a mediocre performance and was being rewarded with high grades and social approval in a class which was not capable of challenging or fully appreciating her potential. Peg's family did not value intellectual activity and had not been aware of the high ability of the child and thus set about the same level of expectancy as did her peer group.

The school was in an unenviable position since the family and peer group seemed unimpressed or antagonistic to the intellectual goals of the school. An obligation was felt, however, to find the best possible environment for the cultivation of Peg's abilities that could be accepted by her family.

Greg

Greg was an eight-year-old only child of superior mental ability who had marked problems in social and personal adjustment. Although approximately 20 percent of the gifted children revealed enough problems in this area to warrant some attention, Greg probably ranked as the most serious problem in the group. The difficulties manifested themselves in the school situation by violent temper tantrums, coupled with manifestations of strong dependency needs which caused him to be academically ineffective, socially unpopular, and personally miserable.

Family Background: The family lived in a comfortable house in an above average socioeconomic area. The father was a manager of a local business firm where he and Greg's mother both had worked prior to their marriage. Neither of the parents had had any college work, an unusual finding in the present sample of parents.

The mother was an attractive and cooperative woman who appeared somewhat tense in interview situations. Her relationship with her son consisted of a full-time struggle for power. Much of the family life seemed to be an attempt by the mother to control and dominate Greg; with Greg using his powers to frustrate her attempts. The mother limited Greg's contacts with other children and often used this as a method of punishing Greg. An incident that occurred while Greg was attending a Cub Scout meeting will serve as an example of the degree of conflict between them. The meeting lasted longer than it should and, when Greg came home late, the mother forced him to drop out of Cub Scouts altogether. Not to be dismayed by this move, Greg claimed he really didn't care for Cub Scouts anyhow, but much preferred to play baseball, whereupon the frustrated mother forbade him to play baseball. In many respects the relationship between mother and son resembled a sibling rivalry for the father's attention.

The relationship between Greg and his father seemed to be of a much more positive nature, and Greg showed definite interest in his father's avocations of swimming and playing tennis. He also exhibited much less misbehavior and temper tantrums when the father was around. Greg's father was a very positive, dynamic, and driving person who seemed to possess the kind of personality that is often associated with success in business management. He believed that it was the teacher's job in the school situation to *sell* the subject to her class and, if she didn't, she had no right to complain if the students were not interested or motivated. Neither the mother nor the father showed much interest in intellectual affairs and thus were not as concerned about Greg's academic performance as they might have been.

Greg was described as an active baby who was very strong and quite acrobatic at an early age. He had always liked to fix things and had been inter-

ested in active sports, concentrating on those in which the father was most interested. The mother reported that Greg had always been hard to discipline as a child and would throw many temper tantrums which the family did not feel capable of coping with. His behavior varied from extremely poor to adequate, depending upon whether the father was present. The father reported that Greg would persist in the face of difficulties and while he did get aggressive when things did not go his way, his actions were not "out of line." Both parents had a tendency to strongly minimize Greg's difficulty and did not seem to have too much insight into his behavior or emotional problems.

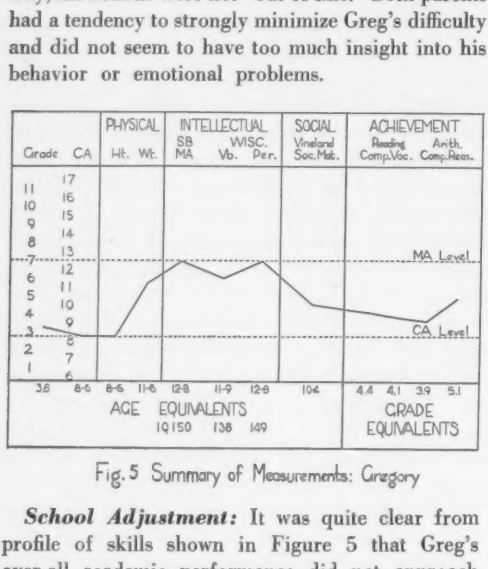

Fig. 5 Summary of Measurements: Gregory

School Adjustment: It was quite clear from profile of skills shown in Figure 5 that Greg's over-all academic performance did not approach his intellectual abilities. His reading skills were just a little better than his grade level and, since he was in an above-average class in intellectual ability and performance, Greg was not even working with the top group of his class in reading. In contrast, Greg showed much greater skill in arithmetic reasoning than in his reading scores, a combination of skills rarely seen in the profiles of these gifted children whose reading abilities were generally far above their arithmetic scores. Although Greg scored fairly high on the scale of social maturity, the high score was accounted for by his ability to do many self-care items such as making telephone calls or going on errands and did not relate to his ability to achieve satisfactory interpersonal relationships. Although the sociometric technique did not reveal Greg as a social isolate, he received fewer choices than more than half of the other children in his class. He was also one of the two boys in the class who chose girls for his friends rather than members of his own sex.

Personality measures indicated that Greg was a boy who had very strong unfulfilled dependency needs which evidently were unsatisfied due to the mother's own problems in being unable to form a satisfactory relationship with her only son. He possessed a considerable amount of hostility which seemed directed to the mother and he was not hesitant to relate directly his continual skirmishing with her. Another added bit of information was that Greg seemed unusually preoccupied with sexual thoughts and filled with guilt over these interests. It was uncertain as to what experiences or set of experiences could have aroused this unusually early sexual interest in this youngster, but it was an interest rarely seen in the other children in this group. (A strong theoretical case could be made for the presence of unresolved oedipal conflicts.)

The total personality picture was one of an angry, disturbed child who had not been able to mature in his personality development and who behaved in many ways as a preschool youngster rather than the intellectually superior third grader that he was.

Greg was one of the few children in the group that was described by school personnel as a genuine behavior problem. He threw tantrums in the classroom, and could not be reasoned with. He had 10 such tantrums in the three months of the past school year. The teacher was of the mistaken impression that Greg must have been coddled and pampered by the mother. The very strong friction and antagonism between Greg and his mother was quite obvious in his written work, stories and poems, that he handed in to the teacher.

As expected, the teacher reported Greg's relationship with his peers was rather unsatisfactory. He became quite impatient with other children and threw tantrums which antagonized them. Although Greg showed flashes of ability in doing mental arithmetic and art construction work, his general performance was spoiled by his behavior and his carelessness in carrying out the details of a production.

Program: The committee regarded Greg's emotional problems as overshadowing all else and thus made a recommendation that Greg see the visiting counselor. It was also hoped that the mother might take advantage of the counselor's home visits to explore some of her own motivations.

Plans were made to attempt to gradually lead Greg out of his immature behavior in the classroom by giving him more responsibility and by praising him for adequate performance. He was also placed in the upper reading group with the explanation by the teacher that she had a great deal of confidence in him and believed that he really was capable of performing at this level.

Specific projects were devised by the teacher, such as having Greg make up arithmetic puzzles for the class, in the hope that it would both give Greg more self-confidence and also raise his prestige in the group.

Comment: In this instance, Greg's high intelligence was of small importance compared to his family relationships. The recommendations that were made for school action would probably not vary much if Greg had been of average intelligence. His very high ability did seem to be a factor in making him a more serious antagonist in verbal interchanges with his mother. Indeed the mother was not at all happy to know her son was highly gifted. One suspects that to her it just made him a more formidable challenge than ever before.

His high ability also gave the teacher more leeway in planning projects that would give him self-confidence and social approval, but generally the fact of his personal problems almost completely overshadowed the fact of his high intelligence.

Educational Implications

The pressure is on many school administrators to "do something" about the gifted child. The absence of concrete evidence as to the relative value of the various possibilities, particularly related to his own situation, often leaves the administrator cautious and uncertain. It might be well to examine these case studies to see how commonly accepted practices for aiding gifted children might work with these children.

1. ACCELERATION: Carol actually was accelerated into the next grade on the basis of her over-all maturity and high academic performance. Greg's obvious emotional difficulties would make it unlikely that he would be considered for such a change, and the attitudes of Peg's parents would undoubtedly throw a wet blanket on any such proposal. Although Foster was not outstanding in academic performance, an attempt might have been made to move him ahead in an attempt to find more stimulating companions. Dave might have been accelerated in an attempt to find a group more responsive to his adult attitudes and high academic performance. Information available through the case studies established the fact that other methods were preferable in each of these two cases. It was more profitable to work with the parents of Fred to obtain greater motivation, and a greater knowledge of his personality suggested that Dave's social problems could have been made worse by moving him to a higher grade. The extent of the information available through these case studies gave the school personnel considerably greater confidence that they were capable of intelligently choosing the best of the number of alternatives available in each instance.

2. SPECIAL CLASSES: Greg could probably not adjust any better in a special class for gifted children than elsewhere until his basic emotional problems were dealt with. Dave might develop even more unfortunate attitudes of superiority and intolerance toward the average student under such a setting. While Foster's indifference related to his family values, he and Peg could conceivably benefit considerably by being exposed to the more stimulating companions and curriculum possible in such a class. Carol would probably adjust quite well and profit considerably from a special class.

In addition to expected opposition from other elements in the community, the special class proposal was looked on with some skepticism by many of the parents of gifted children. They would prefer the bird-in-the-hand social popularity of their children rather than try for the birds-in-the-bush future intellectual brilliance that might result from such a special program.

Therefore most small school systems probably would have to be flexible enough in their school assignments and placement to enable them to group bright children within the regular classroom structure without actually creating a special class.

3. ENRICHMENT: This nebulous and much abused term can gather specific meaning if considered in terms of the present children. If the classroom teacher could give Dave assignments which stressed content instead of form, or if she could introduce Peg to the literary world of *Little Women* and lure her away from her comic books, or encourage Carol's ability to express herself creatively, then it could be said that the school environment for each of these children was enriched. The question yet

(Continued on page 396)

Vocational and Social Adjustment of Physically Handicapped Students

ANNE H. CARLSEN

THE Crippled Children's School of Jamestown, North Dakota, has been in operation since September 1941. It is a private residential school for mentally normal children who are too physically handicapped to attend public school. Sponsored by the Lutheran Hospitals and Homes Society of America, Inc., the school is supported by voluntary contributions and tuition. The chief goal of the school is to help students in physical, educational, social, and spiritual ways to participate in society. Transfers to the public schools are made when the staff feels that a pupil can compete on a fairly even basis with non-handicapped youngsters. Where the physical handicap is extremely severe, the school tries to prepare the student to be a constructive member of society even though self-support may be impossible. Economic self-sufficiency and social adjustment are the over-all aims.

A follow-up study of the present status of graduates of the eighth grade and high school classes was undertaken to ascertain the vocational and social adjustment of former students. The subjects for the study are the 42 graduates of The Crippled Children's School from 1942 to 1955. This figure breaks down to include 13 high school graduates and 29 graduates of the eighth grade.

For this study there were three main sources of information. One was the student files which gave essential data on birth dates, diagnosis, years attended, mentality ratings, and scholastic standing. A second was a questionnaire sent to 36 of the 42 eighth grade and high school graduates. Four graduates are deceased and two completed both the eighth grade and high school departments of The Crippled Children's School. The questionnaire was designed to get the most recent information on the graduate as far as further education, employment experience, social activities, and stated feelings regarding satisfaction with vocation and social life. Of the 36 questionnaires sent out, 31 were answered, making an 88 percent return. Of the five not responding, information on points such as education and employment, was still available through a third source: personal contact through letters and visits.

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The Graduates

The sex distribution of the total number of 42 graduates gives 16 girls and 26 boys. Of the 13 high school graduates, there are four girls and nine boys; of the 29 eighth-grade graduates, there are 12 girls and 17 boys.

The age range of the total group is 14 years to 33 years for the boys and 16 to 31 years for the girls.

TABLE I.—MEDICAL DIAGNOSIS OF PHYSICAL HANDICAPS

Diagnosis	42 Graduates		13 High School Graduates	
	No.	Percent	No.	Percent
1. Cerebral palsy	18	42.7	2	15.3
2. Poliomyelitis	12	27.6	5	38.4
3. Muscular dystrophy	5	11.9	3	23
4. Paraplegic	2	04.7	2	15.3
5. Osteomyelitis	1	02.7	1	07.6
6. Osteogenesis imperfecta	1	02.7		
7. Arthritis	1	02.7		
8. Spina bifida	1	02.7		
9. Arthrogryposis	1	02.7		

The severity of the handicap can be judged by these facts. Of the 13 high school graduates, eight are wheelchair cases; three walk with the aid of braces and crutches; two walk unaided but not normally; three are hand-involvement cases; and two have speech defects of a cerebral palsied type. Of the 29 eighth-grade graduates, six are in wheelchairs; six can walk with the aid of braces and crutches; 16 walk unaided but not normally, 14 have hand involvement, and 14 have speech defects.

The intelligence quotient ratings range from 75 to 112 in the eighth-grade group and from 85 to 132 in the high school. The median intelligence quotient for the eighth graders is 95 and for the high school graduates 103.

The number of years that the students attended The Crippled Children's School varied from one to 12. The median was four years. The average length of stay was 3.75 years.

There were 12 of the 42 students who had never attended any school before enrolling in The Crippled Children's School. Of this group, 11 took all of their educational work at the school; one was able to transfer to public school in his junior year of high school.

Education: The Eighth Grade Graduates

Of the 29 eighth-grade graduates, 21 or 76 percent went on to high school.

There were 13 of the 21 who enrolled in the high school department of The Crippled Children's School for one or more years. Two of the eighth grade graduates also were graduated from the high school of The Crippled Children's School.

There were eight of these eighth graders who completed their high school work in another way. Six were graduated from a public high school; one finished by taking a qualifying examination for his last year; and one completed it through correspondence courses.

Of the eight eighth grade graduates who received their high school diplomas elsewhere, two are enrolled in college, three attended a commercial college, one attended a vocational school for radio announcers and engineers, one is deceased and one is unemployed.

There are 10 eighth-grade graduates still attending high school. Seven are attending The Crippled Children's School and three are in public school.

It is important to note several facts about the eight students who did not go on for high school work. Six of the eight are cerebral palsied; four are hemiplegic with borderline mentality; two are severe-spastic quadriplegics with low average intelligence. One is a boy with polio who has good hands, normal speech, but low mentality. The other is a young man who has osteomyelitis. He has full use of his hands, normal speech, and superior mentality. Because long periods of hospitalization had delayed his elementary education and he was 16 years old before he completed eighth grade, he was anxious to learn a trade and begin earning money. He did this by taking on-the-job training in artificial limb and brace making and is now assistant manager of an orthopedic shop. One of the four hemiplegics is now deceased. One is employed on his father's farm as a farm laborer. The other five of the eight students who did not go on to high school are living at home with their parents.

EDUCATION: THE HIGH SCHOOL GRADUATES

Of the 13 students who were graduated from The Crippled Children's School, one is attending a college, three attended a commercial college, one had one year of college and then took a correspondence course in watch repairing, three took corre-

spondence courses of a vocational nature (mechanical drawing and creative writing), and one took on-the-job training in printing.

Including the eighth-grade graduates who completed their high school training elsewhere there are 21 handicapped high school graduates in this study. Of this number 14 percent went on for regular college training, 29 percent took commercial college courses, 19 percent took correspondence courses, and 5 percent each took a trade course and on-the-job training. There were 28 percent who took no further training beyond high school.

The financial help for this advanced training came from two main sources. The parents usually furnished board, room, transportation, and spending money. The Vocational Rehabilitation Division furnished tuition and books, and in approximately 30 percent of the cases board, room, and transportation in addition. In one instance, the Easter Seal Society provided a scholarship of $500 for a girl in her third year of university work.

Employment

As was stated before, five of the eight students who completed the eighth grade but did not go on to high school are unemployed. This amounts to 62 percent unemployment of graduates who had only an eighth-grade education.

Looking at the 21 high school graduates, we find that three are still attending college, one is in commercial college, and three are deceased. This leaves 14 high school graduates available for employment. Four of the 14 are not employed, making it 28 percent who are unemployed.

It is interesting to see how much use the high school graduates made of the vocational training they obtained. Unfortunately, nothing can be said of the college students because they have not completed their college training. Of the five who completed a commercial course, four are employed in office work, and one is a homemaker. Of the four who took correspondence courses, only one made vocational use of the training. That is the one who took watch repairing and has his own jewelry shop in his home. The one who took on-the-job training in printing has been employed for 12 years and now owns his own shop. The one who attended a school for radio announcers and engineers has been employed as an announcer for three years.

Of the male graduates from both eighth grade and high school, there are 15 who are not in school at present and who are available for employment. There are seven young men who are employed. Thus, 47 percent of the male graduates are employed. The positions held include printer and lithographer, radio announcer, assistant manager of an orthopedic shop, watch repairman and jewelry salesman, film librarian, bookkeeper, farm laborer. The salary range is from $95-to-$400 a month.

It is important to note that all but one of the young men employed are ambulatory with crutches in four cases or unaided in two. All have use of their hands. Only one, the farm laborer, has a speech defect. The intelligence quotient rating is from 75 to 132. The median intelligence quotient is 110. Poliomyelitis is the cause of the physical handicap in five of the men or in 71 percent of the cases. There is one who has osteomyelitis and one with cerebral palsy.

Looking at the group of eight young men who have never been employed, we find that five or 55 percent are cerebral palsied; one is a paraplegic, one has muscular dystrophy, and one has poliomyelitis. Four are in wheelchairs with two also having hand and speech involvement. Four are ambulatory to a limited degree but three of the four have hand and speech involvement. The intelligence quotient range is from 72 to 113. The median intelligence quotient is 85.

Of the female graduates from both eighth grade and high school there are seven who are not in school at present and are available for employment. Four are employed. Thus, the percentage of employment of the female graduates is 57 percent. The occupations include secretary, switchboard operator, stocking mending and photo coloring, and homemaker. Only two salaries are reported: $170 and $206 a month. The two who are employed in offices are ambulatory without crutches, have use of their hands, and no speech defects. Their handicaps are the result of arthritis and poliomyelitis. The one who mends stockings and does photo coloring is self-employed though bedridden with muscular dystrophy. The married homemaker is a paraplegic in a wheelchair. The intelligence quotient range is 89 to 117.

Of the three women who are not employed, two have cerebral palsy, athetoid type affecting their speech, hands, and legs. The other girl is severely handicapped in all four extremities as a result of

arthrogryposis. She is in a wheelchair and has very limited use of her hands. The intelligence quotient range is 88 to 109.

Considering the total number of both men and women graduates, there are 22 available for employment and 11 who are employed. This makes exactly 50 percent of employment. Of this percentage only four and one-half percent are cerebral palsied whereas 42 percent of the graduates were cerebral palsied.

Of the 11 who did get positions, three give credit to Vocational Rehabilitation for helping them find the job, three to The Crippled Children's School, one to friends, and four to themselves.

Job satisfaction is expressed by three men and two women by answering in the affirmative to this question: "Do you feel that the work you are in is what you would like to do best?" There were no negative answers to that question but two men and one woman failed to answer it at all.

Social Life of the Graduates

Of the 42 graduates four men are married (three to non-handicapped women), and one woman is married to a non-handicapped man. Two of the men have one child each and one who married again after losing his first wife through death, has four children. The married men are supporting their own families.

Church attendance is about evenly divided between regular and non-regular attendance. There is no significant difference on this point between the student group and those who are through school. There is more active participation in church activities by the students than by the others, however. Only 40 percent of the handicapped students say they belong to a church organization. Of those no longer attending school, only 25 percent report taking part in church social affairs.

Handicapped students report a long list of clubs to which they belong. These include student council, Hi-Y, girls athletic association, dramatics club, glee club, Handicapped Civilian Association, Boy Scouts, 4-H Club, and Pilgrim Fellowship. Of the 14 students who answered the questionnaire, only three or 21 percent said they belonged to no organization. Even in public school handicapped students held offices in these organizations. Considering only public school, there were two who became president, one vice-president, and two secretaries of various school organizations.

Something apparently happens to this group participation, however, when the handicapped person leaves school. Of the 16 graduates no longer in school and who answered the questionnaire, not one reported belonging to a social club or civic organization.

Leisure time activities almost unanimously reported by both groups of handicapped students and those no longer in school are reading, movies, radio, television, and listening to records. The students are more likely than the non-students to attend plays, lectures, and concerts. Playing cards is about equally enjoyed by both groups. Spectator sports that are popular are baseball, basketball, and football. Mentioned by only one or two are badminton, swimming, golf, hockey and tennis. Hobbies of leatherwork, woodwork, weaving, sewing, and creative writing are also mentioned by only one or two. Fishing and hunting are sports enjoyed by one male graduate and dancing by one girl student.

With only 25 percent achieving a marital status, with only 50 percent attendance at church, with restricted participation in social organizations, and with more passive than active leisure time activities, this group of handicapped graduates might be expected to be dissatisfied with their social life.

To the question, "Do you have the opportunity to associate with friends as much as you would like?" of the 14 students answering, six said "No." In other words, 43 percent of the students feel a need for a greater number or more varied friends. Two of the six indicating this need are college students; one is in public school; the other three attend The Crippled Children's School. Of the 17 non-students who answered this question, six said 'No" to it. All but one of those are homebound. The exception is the one who indicated that he was too busy to associate with friends as much as he would like. Thirty-five percent of the non-students are dissatisfied with their opportunities for being with friends.

To the question, "Do you feel at ease in social groups!" nine of the 14 students or 64 percent said "Usually"; five or 36 percent replied "Oc-

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Retardation of VOCABULARY DEVELOPMENT IN HARD OF HEARING CHILDREN

CECIL YOUNG
FREEMAN McCONNELL

THE school progress of hard of hearing children enrolled in regular classes has long been a difficult problem to educators. The magnitude of the problem is revealed by the estimate that there are some 2,000,000 hard of hearing children in the United States (1). Educationally, many of these children struggle along through school making marginal adjustment and minimal achievement, which in most instances may be attributed to the restriction in language functioning imposed by the sensory handicap. Convinced that the foregoing statement needs emphasis in dealing with the hard of hearing child's educational problem, the authors planned the present study to compare one aspect of the language functioning of a group of hard of hearing children with that of their normal hearing peers.

The language needs of the deaf child have been generally well recognized in the literature. However, comparatively little investigation of the language handicap resulting from a mild to moderate loss has been done. The fact that hard of hearing children usually learn speech in the normal manner (that is, through hearing) masks one of the important aspects of language retardation which reduces their educational potential with respect to their intellectual potential. The mastery of spoken language is achieved so automatically that the "more-or-lessness" of it is often not viewed in its true significance. The severely impaired non-language child's lack of oral language is much more apparent than the mere reduction in language of the more moderately impaired child.

A careful review of the literature revealed three important widely held conclusions. First, hearing impaired children have essentially normal intelligence, except for language ability, when compared with children who can hear (2). Second, deaf and hard of hearing children are usually retarded in school achievement—from two-to-four years for deaf children and from two years to one-half year for hard of hearing children. Third, while deaf children are known to have a very definite verbal handicap, whether or not hard of hearing children are significantly handicapped verbally has been less clearly established by research methods.

The development of language begins with the acquisition of words—thus, vocabulary development continues to be an important aspect of our facility in language. Mastering the grammar of our native tongue, which is also implied in the learning of language, represents greater advancement in language facility than mere acquisition of words. Because vocabulary development lends itself to objective measurement devices somewhat more readily than connected language, the present study concerned itself with only the single aspect of vocabulary. The purpose of the study was to determine if the vocabulary level of a group of hard of hearing children enrolled in regular classes differed significantly from that of normal hearing children of similar race, age, sex, non-verbal intelligence, and socio-economic level.

Experimental Plan

Twenty, white, hard of hearing children meeting the following criteria of selection were the experimental subjects for the present investigation:

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1. Each child was between eight and 14 years of age.
2. Each child had developed basic oral language, however inadequate, without the aid of special instruction.
3. Each subject possessed in the better ear an average hearing loss greater than 30 db in the speech frequency range (500-2000 cps).

(This level was chosen because it is one which is generally agreed upon as being sufficiently great to result in some hearing handicap. One previous study (3) which reported no difference in verbal ability between hard of hearing children and normal hearing children included children whose average losses exceeded 15 db. This procedure would very likely result in a substantial number of subjects in the 15-20 db range, which would be inclusive of temporary hearing loss from ear infections and of recent origin so that the handicap would not yet be apparent.)

The hard of hearing children in the present study had a mean hearing loss of 51 db (average at 500-2000 cps). The individual levels ranged from 32 to 75 db. Age of onset varied, but all the children had had sufficient hearing to learn speech in the normal manner during their preschool years. The hard of hearing children were carefully matched with 20 normal hearing children in race, age, sex, and non-verbal intelligence level. Socio-economic status was matched on the basis of subjective appraisal of such factors as type of neighborhood and education and income level of parents. The measure used to determine non-verbal intelligence level was the Raven's Progressive Matrices. This test, which is not dependent on oral or written instructions for successful completion, correlates 0.86 with the Terman-Binet test, thus illustrating that the test is a valid measure of what is generally considered mental ability (4).

Each child in both groups was given the Ammons Full-Range Picture Vocabulary Test as a measure of his ability to comprehend vocabulary. This particular test was chosen because it is one of the few such tests which does not depend on reading ability nor verbal fluency for optimal performance. The test was administered according to the instructions with one modification. The instructions call for only a verbal presentation of the words. In order to prevent penalizing the hard of hearing group, each of the words was printed on a white card and shown to the subject along with the verbal presentation. This modification was made for both the hard of hearing group and the normal hearing group.

TABLE 1—SUMMARY OF MEAN AGES WITH STANDARD DEVIATIONS FOR THE 20 HARD OF HEARING CHILDREN AND THE 20 NORMAL HEARING CHILDREN

	Mean C A	SD
Hard of Hearing	11.3 yr.	1.6 yr.
Normal Hearing	11.2 yr.	1.5 yr.

Results

The findings obtained from the foregoing procedures, when subjected to statistical analysis, lend strong support to the conclusion that even a mild to moderate hearing loss in children is apt to result in retarded language functioning. Concomitant to this retardation are the educational problems which are well known to workers in the area of the education of the deaf, but which are less well known or less recognized, at least, by many parents and teachers of hard of hearing children.

The group data presented in Tables 1 and 2 show the comparisons of the hard of hearing with the normal hearing children. Table 1 summarizes the closeness of the matching in chronological age. Individually, each child was within plus or minus six months of the age of the subject with whom he was being matched. In Table 2 the results of statistical comparisons of non-verbal intelligence and of vocabulary are presented together in order to highlight the way in which the vocabulary development

TABLE 2—SUMMARY OF t SCORES COMPARING MEAN INTELLIGENCE TEST RAW SCORES AND MEAN VOCABULARY TEST RAW SCORES OF TWENTY MATCHED PAIRS OF HARD OF HEARING CHILDREN AND NORMAL HEARING CHILDREN

	Mean Raw Score	Difference	t Score*
Intelligence Test			
Hard of Hearing Group	27.75	0.15	—.24
Normal Hearing Group	27.90		
Vocabulary Test			
Hard of Hearing Group	31.45	17.75	6.72
Normal Hearing Group	49.20		

* t score of 2.093 required for significance at .05 confidence level and 2.861 required for significance at .01 confidence level.

of these hard of hearing children was well below their potential with respect to intelligence level.

When the non-verbal intelligence of the matched pairs was compared, no significant difference between the normal hearing group and the hard of hearing group was found to exist. The t score value was well below that required for five percent significance. However, there was a highly significant difference in vocabulary level as indicated by the t score of 6.72, which well exceeded that required for the one percent level of significance. The difference, as anticipated, was in the direction of significantly higher scores for the group of normal hearing children.

Comment

Since differences in race, age, sex, socio-economic status, and non-verbal intelligence were controlled by the close matching of the two groups, these variables may be excluded in a search for factors which may have created the difference in vocabulary level of these two groups. Since the one chief difference was the level of hearing acuity, it was concluded that mild to moderate hearing loss had exerted a retarding influence on the vocabulary development of these children.

It is of particular interest to point out that the observed difference was not only a group difference but an individual difference as well, for in not one instance did a hard of hearing child receive a higher score on the vocabulary test than did the normal hearing child with whom he was compared. The largest difference in scores on vocabulary between the individuals in any one matched pair was 42 points; in this particular pair there was a difference of only three points on the non-verbal intelligence test. It should also be noted that every single hard of hearing child tested in the present study was retarded verbally in comparison to his intellectual potential. One child, for example, whose vocabulary age was exactly at her chronological age level, had an intelligence quotient of 120 on the Raven's. Such a child would not stand out as retarded in the classroom, although she was functioning below her potential as judged from her intelligence level.

The implications of these findings should be of vital importance to the classroom teacher, who is most often responsible for the education of hard of hearing children. The study provides concrete and graphic information which can be used by special education personnel in assisting the regular teacher to understand the educational problems inherent in even the milder degrees of hearing involvement. Retardation in verbal ability of these children may be expected to affect their general school achievement. To help gain recognition of this handicap by the teaching profession is the first step to be taken toward a solution of this problem.

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Sociometric aspects of

Physically Handicapped and Non-Handicapped Children in the Same Elementary School

BETTE SOLDWEDEL
ISABELLE TERRILL

The Problem

WITHIN recent years research workers have become increasingly interested in the study of the social adjustment of physically handicapped children in a classroom setting. Few studies have been made, however, with respect to parental attitudes of handicapped and non-handicapped children toward the physically handicapped child in an integrated classroom situation.

The purpose of this study[1] was to compare:

1. certain evidences of the sociometric status of the physically handicapped and non-handicapped children in the same elementary classes;
2. the relationship between these physically handicapped children and their parents, on the one hand, and that of the non-handicapped children and their parents, on the other, as reflected sociometrically;
3. certain sociometric aspirations as revealed by parents of these two groups of children; and
4. certain reality-ideal relationships on the part of the parents of the handicapped and on the part of the parents of non-handicapped.

Method of Study

The population used in this study consisted of 32 (10 physically handicapped and 22 non-handicapped) seventh- and eighth-grade students enrolled in the same class at the Fairchild School of Special Education, Illinois State Normal University, Normal, Illinois. The group, ranging in chronological age from 12 to 14, had been together during the entire school year. The parents of these children were employed as professional people, tradesmen, and laborers.

The 10 handicapped pupils used in this study were those who, for whatever particular kind and degree of physical disability, had received some kind of special service—speech correction, hearing, sight saving, or physical therapy—during their membership for at least one year in the class. Four of the handicapped were visually handicapped, one deaf, five with other handicaps including cerebral palsy, brain tumor, and rheumatic fever. Admittedly heterogeneous so far as kind and degree of physical impairment are concerned, this study makes a gross attack upon the dichotomy of non-physically handicapped and physically handicapped.

Data for this study were obtained from two sociometric instruments. The children's instrument consisted of three questions concerning personal choice of associates in three areas. The questions were as follows:

1. Whom would you like best to sit by in class?
2. Whom would you like best to play games with on the playground?
3. Whom would you like best to take to your home for a party?

Each child gave three choices, which were weighted equally, with the instructions that choices could be boys, girls, persons present or absent.

[1] This was a term project completed in a special education course at the University of Illinois at Urbana.

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TABLE 1—NUMBER OF CHOICES PUPILS RECEIVED ON EACH OF THREE QUESTIONS

		1 Sit by in Class?		2 Play with on Playground?		2 Take home for a Party?	
	N	3+ (Mdn. +2)	2—	3+ (Mdn. +2)	2—	2+ (Mdn. +1)	1—
Handicapped	10	3	7	12	7	4	6
Non-handicapped	22	9	13	3	10	13	9
Total	32	12	20	15	17	17	15

The device used with parents followed the same form. The questions were:

1. Whom do you think your child picked to play games with on the playground?
2. Whom do you think your child picked to sit by in class?
3. Whom do you think your child picked to bring to your house for a party?
4. Whom would you like best for your child to sit by at school?
5. Whom would you like best for your child to play games with on the playground?
6. Whom would you like best for your child to bring to your house for a party?

Parents made three choices, equally weighted, for each of the questions. The tests were administered in May. The sociometric device for pupils was administered in a group session by the classroom teacher. The authors of the study visited each mother at either her home or her place of business. A letter of introduction from the principal of the school was presented to the parents, after which an explanation of the sociometric device was given by the interviewers.

Analysis of The Data

Choices made by the pupils on each of the three questions were analyzed by assuming null hypotheses and computing Chi squares. Table 1 is a comparison of the number of choices pupils received on the three questions.

Chi square for the first question, "Whom would you like best to sit by in class?" was .349, falling at the 60% level of significance. For the second, "Whom would you like best to play with on the playground?" Chi square was 1.667, falling at the 20% level. For the third, "Whom would you like best to take to your house for a party?" Chi square was 1.016, falling at the 30% level. In each instance, then, Chi square was small enough to accept the hypothesis that there is no difference, as related to handicapping conditions, in the number of choices received among handicapped and non-handicapped children in this class.

To examine the direction of choices, Chi square was computed based on handicapped and non-handicapped choosers and the number of choices received by the handicapped and non-handicapped pupils. Table two is a comparison of the choices on the three questions.

Chi square for the first question was .011, falling at the 90% level. For two, the Chi square was .815, which falls at the 40% level; for the third, .40, which falls at the 62% level. In each case, the null hypothesis that physical disability does not affect the direction in which physically handicapped and non-handicapped children choose and are chosen, may be accepted.

To determine the relationship between physically handicapped and their parents and non-handicapped and their parents on sociometric status questions, choices of each group were analyzed. Parents of the handicapped correctly identified five of the choices of their children or 16% on the first question. From the choices made by the non-handicapped on the first question, the parents of the non-handicapped correctly identified 30 or 45%. Using the following formula for a weighted mean of two sample populations to estimate a population proportion:

TABLE 2—THE DIRECTION OF CHOICES AMONG PUPILS IN THE CLASSROOM
HANDICAPPED AND NON-HANDICAPPED CHOOSERS ON THREE QUESTIONS

	1 Sit by in class?			2 Play with on playground?			3 Take home for a party		
CHOSEN	Handi.	Non-handi.	T.	Handi.	Non-Handi.	T.	Handi.	Non-handi.	T.
Handicapped	6	14	20	4	14	18	6	9	15
Non-handicapped	24	52	76	26	52	78	24	57	81
Total	30	66	96	30	66	96	30	66	96

Exceptional Children *Bulletin*

35TH ANNIVERSARY CONVENTION IS HUGE SUCCESS

It is easy for an organization always to judge its present activities as the best ever. But when a group continues to make steady progress, it is difficult for its members to evaluate its undertakings otherwise. We point with pride to a registration of more than 1750 at last month's convention and a president's dinner attendance in excess of 600.

Pittsburgh and the State of Pennsylvania received the Council most hospitably. Local public and private schools and institutions joined in supporting and participating in the convention. Mayor David H. Lawrence signed a special proclamation declaring the week of the convention as "Exceptional Children's Week." The governor, the Honorable George M. Leader, gave a sound and thrilling address at the President's Dinner on "Pennsylvania Plans for the Exceptional Child." The local press, and radio, and television stations gave excellent coverage, including a special issue by the Sun-Telegraph, a Pittsburgh daily. A total of 22 radio and television programs were presented before and during this convention on exceptionality.

The local arrangements committee organization-wise, hospitality-wise, publicity-wise, and "otherwise" had everything under control. Special congratulations to Jack W. Birch, chairman; Floy L. Penn, co-chairman; and to all the other 130 people assisting them. Program Chairman Maurice H. Fouracre and his many general and section chairmen presented a program that received wide commendation, both for structure and quality. People liked it and said so.

Space will not permit paying tribute to a fraction of the persons and agencies to whom tribute is due. But we can not close this item without making a few more observations. First, we should express appreciation for the charming and clever entertainment presented to us for our listening pleasure. Second, we should thank the NEA for its generous and effective participation in the convention through the persons of Karl H. Berns, Myrtle Bonn, and Verona E. Terry. Third, we should recognize the contribution that the many educational and commercial exhibitors made to the occasion. And finally we wish to compliment our president, Elizabeth M. Kelly for the gracious manner in which she presided at those meetings for which she was responsible and for her excellent address at the President's Dinner.

Convention Comments:

Letters have been arriving at Council headquarters praising the Pittsburgh meeting and we want to share excerpts from two of them with *Bulletin* readers.

From a past-president: "Please accept my heartiest appreciation and warmest compliments on your fine 35th Annual Convention of the International Council. It seemed to me that this was the highlight of all of the Conventions that I have ever attended."

From one of the commercial exhibitors: ". . . let me repeat my great appreciation for all you did to make this the outstanding conference in my recollection.

"You and all the people who worked to achieve this smooth-running, thought-provoking meeting deserve real praise and gratitude. You certainly have mine!"

Exhibits received much attention at the annual convention. Following is a photograph of one of the larger exhibits, that of Syracuse University, showing their special education projects and interests.

Picture by JUDGE

DUNN AND GATES ELECTED

Maurice H. Fouracre on July 1 will become the 27th person to serve as Council president. At that time Elizabeth M. Kelly becomes past-president and Lloyd Dunn, as a result of the elections in Pittsburgh, will assume the post of president-elect.

Bob Gates, the first treasurer of ICEC was re-elected to the position for the third time. His first two terms were short ones, made necessary to initiate staggered terms of office on the executive committee. His new term, effective July 1, is for three years.

Board members elected by their respective "state" federations and expiration of terms are:

State	Incumbent	New Member	Expiration
Calif.	Edward Ahrens	Leta W. Timberlake	1960
Fla.	Laura Sutter	Thelma Godfrey	1960
Ga.	(new federation)	Mamie Jo Jones	1960
Ill.	Russell Duffin	Lyndall Zimmerman	1960
Ind.	Jeannette Riker	Jeannette Riker	1960
Iowa	Ruby Van Meter	Vera Pierce	1960
Ky.	Mary May Wyman	Henrietta Harris	1960
N. J.	M. T. Hollinshead	M. T. Hollinshead	1958
Ontario	Florence Dunlop	T. W. Martin	1960
Texas	Margaret Harris	Margaret Emswiler	1959

Three governing-board members are retiring as members-at-large and will not be replaced. Serving as the last members representing the old regional set-up of the Council were L. Helen DeLaporte, William G. McClure, and Darrel J. Mase. These retiring members leave with expression of appreciation from the Council for their work.

State Directors of Special Education Elect . . .

Officers of the National Association of State Directors of Special Education for the coming year are: Bob Gates, president; A. G. Thompson, president-elect; John Taylor, past-president; and Mildred Stanton, secretary-treasurer.

ICEC DIVISIONS ELECT OFFICERS

Council of Administrators, Supervisors, and Coordinators of Special Education in Local School Systems:

President ..... Charles A. Gambert
President-Elect and Program Chairman ..... Paul Voelker
Immediate Past-President ..... Dorothy F. Pasch
Secretary-Treasurer ..... Merle B. Karnes
Director-at-Large ..... Laura Sutter

Division on Teacher Education:

President ..... Frances P. Connor
President-Elect ..... Francis E. Lord
Past-President ..... John Tenny
Secretary-Treasurer ..... Louis Fliegler
Members of the Board of Directors: Florence Henderson (one year); John J. Lee (two years); Mervin Wirtz (three years).

Council for the Partially Seeing: (Elected for two years in 1956)

President ..... Ruth D. Hawkins
President-Elect ..... Hazeldene Ray
Secretary ..... Alice Hoeltgen
Treasurer ..... Elizabeth A. Hughes

RECORD NUMBER OF CHARTERS ISSUED AT PITTSBURGH

Council units are rapidly acquiring charters. The largest number ever issued at one time, a total of 50, was passed out at the Pittsburgh delegate assembly. The honored units included 41 local chapters, three state chapters, four state federations, and two divisions. President Elizabeth Kelly made the presentation of the charters.

LOCAL CHAPTERS

Number	Name
1	Pontiac Area, Michigan
2	Baltimore, Maryland
4	Florence Nightingale, New York
7	Western New York
13	Greater Cleveland, Ohio
15	Detroit, Michigan
23	Highland Park, Michigan
26	North Texas
48	Rock Island County, Illinois
57	North Suburban, Illinois
62	Adams County, Illinois
63	Newark, New Jersey
80	New Haven, Connecticut
85-D	Southwest Missouri

Number	Name
LOCAL CHAPTERS	
85-H	Northwest Missouri
87	Ottawa, Ontario
96	Faribault-Owatonna, Minnesota
97	Tacoma, Washington
101	Lone Star, Texas
108	Long Beach, California
143-C	East Carolina, North Carolina
160-B	Boston, Massachusetts
170	Los Angeles State College, California
177	Central Canadian, Ontario
180	Blue Grass, Kentucky
191	West Texas
192	Northern Virginia
197	Niagara Falls, New York
212	Tulare County, California
215	Riverside, California
217	Upper East Tennessee
224	Houston No. 2, Texas
226	Contra Costa, California
239	San Luis Obispo, California
240	Central Texas
245	PEN, California
246	Montgomery County, Maryland
251	Northwestern Pennsylvania
252	Santa Cruz, California
253	Hudson County, New Jersey
261	East Shoreline, Ohio
STATE CHAPTERS	
50	Delaware State
53	Wyoming State
182	Arkansas State
STATE FEDERATIONS	
158	Virginia State Federation
229	Florida State Federation
233	Ohio State Federation
236	Indiana State Federation
DIVISIONS	
Council for the Education of the Partially Seeing	
Division on Teacher Education	

COUNCIL CHANGE OF NAME VOTED SUBJECT TO 1958 APPROVAL

The 1957 delegate assembly, at Pittsburgh, was most alert and energetic in the fulfillment of its functions. It provided just the right mixture of downright seriousness about its business seasoned with an attitude of graciousness and good humor to make the occasion both profitable and pleasant.

High points of the assembly included:

1. Election of a president-elect and a treasurer
2. Adoption of important changes in the constitution
3. Proposals for additional constitutional changes to be voted upon next year, including a change in the name of the Council.
4. Proposal that a fixed pattern of rotation be adopted for international conventions among the east, west, and central regions of the United States and Canada.
5. Resolutions expressing Council commendation and policy.

Elections and resolutions are reported elsewhere in these pages. Constitutional changes will be reported in the fall and the pattern of convention rotation will be reported after the next meeting of the executive committee.

The most exciting moments of the assembly came during debate on the proposed change in name. Many questions were in the air concerning the implications of a change:

1. Was the purpose to reduce the amount of Council participation in the international aspects of education for exceptional children?
2. Was the purpose to create two Councils—one Canadian and one American?
3. Would a change in name affect the status of Canadian membership and participation in Council affairs if we continued to operate as one group.

WHAT THE PROPOSED CHANGE IS ALL ABOUT

Explanation was given that Council officials have no intention of lessening our international activities. The facts are that such activities, because of the structure of our organization and the limitation of funds, always have been small. We have not as yet instituted a program in Canada—much less for the rest of the world. But the potentials in the offing for Council cooperation in a broad, new international movement are substantial—although too premature for announcement.

It was further explained that the purpose of the proposed change in name is to eliminate present confusion concerning two points:

1. That we are not a world-wide group capable of supplying information concerning professional and welfare organizations, schools, programs, and the like on a global basis.
2. That we are rightfully concerned with problems in education of exceptional children in the United States and do not wish to be by-passed by lay and governmental

groups, on important conferences and planning meetings, for lack of understanding.

The idea of two Councils—one Canadian and one American—operating under an international umbrella of the two, has never been an objective. It was one of the proposed solutions to eliminate the confusion about the scope and nature of ICEC's program as it affected the United States.

With this background, the assembly entered its debate. To initiate discussion, a recommendation of the governing board was read, proposing the name—American Council for Exceptional Children. Don Warren, delegate from Canada, explained that Canadians are not Americans and, therefore, such a name would give them membership in an American organization—not in one representing our two countries. He, therefore proposed the name, Council for Exceptional Children.

FLORENCE DUNLOP MAKES DRAMATIC SPEECH

At that point, T. W. Martin, from Canada, arose to report the resolution of the Ontario Federation in which it was proposed that the Canadians should form a Canadian Council simultaneously with a change of ICEC's name to American Council. Thereupon, Florence Dunlop from Ottawa, a past-president of the Council, and a spectator at the assembly, asked for permission to speak. President Elizabeth M. Kelly granted her request and invited her to the front of the room.

Dr. Dunlop explained in clear, forceful language the wishes of the Canadians. They would like to concur in a name that will eliminate the problems created for Americans by the present one, but they hope to avoid any name that will force the Canadians to establish their own Council. This is something that will be done only if it is forced upon them. Consequently, she supported Don Warren's suggestion by confirming that Council for Exceptional Children would be one of her first choices. She returned to her seat midst a spontaneous burst of appreciative applause.

Kenneth Mangan of St. Louis commented that, in the opinion of his chapter, the present title is cumbersome—that Council for Exceptional Children was more practical, that it would resolve all objections to the present title, and that it would keep our present organization intact. He was followed by Russell Duffin, governing board member from Illinois, who explained that if the board's recommendation, which he had proposed, would create any problem for Canadian members, he, too, wanted to endorse Don Warren's proposal.

As a result, when the vote was taken to change ICEC's name to Council for Exceptional Children, the proposal was adopted almost unanimously—there being only two or three dissenting votes. The proposition will be presented for final decision at the 36th assembly next year in Kansas City.

Thanks must be given (1) for the foresight of Past-President F. E. Lord in the type of long-term assignment he gave two years ago to Mary E. Harnett and her international relations committee; (2) for the careful groundwork laid by Dr. Harnett's committee; and (3) for the sincere earnest thought given the problem by chapters, federations, the governing board, and the delegate assembly. It appears that at long last a happy solution has been found to what has been a difficult problem.

Canada Sets Attendance Record

Canadian members of ICEC attended the Pittsburgh convention in larger numbers than at any previous Council convention held in the United States. There were 69, most of whom came from Ontario. Every chapter of the Ontario federation was represented as was each of the several school systems in metropolitan Toronto.

CALL FOR PAPERS FOR DECEMBER AAAS SECTION Q–ICEC MEETINGS

The place is Indianapolis and the dates are Thursday afternoon, December 26 and Friday morning, December 27, 1957.

For the past several years, Section Q of AAAS has invited ICEC to participate in its Christmas Holiday meetings. Both groups have found the experience profitable, therefore, it will be repeated this year. If you have never attended or participated in one of these events you would find it interesting and worthwhile.

What about a paper for Indianapolis? Rutherford B. Porter, 4234 South 7th Street, Terre Haute, Indiana, is representing ICEC in the planning. In case you have something you can present —or even a suggestion—get in touch with him.

The general chairman for the joint meetings is

Arthur E. Traxler, Educational Records Bureau, 21 Audubon Avenue, New York 32, N.Y. He, too, is looking for comments and suggestions.

Section Q meetings extend from December 26-31. Anyone having a general paper to present, should send the title and an abstract of the report to Herbert A. Smith, secretary of Section Q, AAAS, 205 Bailey, University of Kansas, Lawrence. Papers may be presented by individuals not members of AAAS.

RESOLUTIONS ADOPTED AT PITTSBURGH

The ICEC Committee on Resolutions spent much time preliminary to and during the Pittsburgh convention preparing a set of resolutions that would be representative of Council policy and intent. Each will be used for the purpose for which it was designed. Following is a digest of them.

Thanks were voted the many individuals, groups, and agencies contributing so significantly to the success of the 35th anniversary convention.

The Council saluted the National Education Association in the observance of its 100th anniversary and resolved:

"We note with admiration its great leadership and accomplishments over the last century; its plans for extending and improving its services in the future; and we are gratified for the excellent facilities and services it provided for the International Council for Exceptional Children, which is one of its departments."

The Council acknowledges the important contributions that have been made by members of our profession who have recently retired from their positions in the field of educating exceptional children. Notable among them are:

Joseph Endres, chief, Bureau for Handicapped Children, in the New York State Department of Education.

Irving S. Fusfeld, vice president, Gallaudet College.

Grace E. Lee, acting director, Bureau of Physically Handicapped Children, New York Public Schools.

Frank Powell, assistant superintendent in charge of the Bureau for Handicapped Children, in the Wisconsin Department of Public Instruction.

D. A. Worcester, professor of educational psychology, University of Nebraska, Lincoln.

Jackson H. Raney, who was superintendent of the Indiana State School for the Deaf.

The Council memorializes and expresses sorrow in the passing of:

Wallace J. Finch, former superintendent of the Michigan School for the Blind, and former president of the Council.

Lewis M. Terman, former chairman of the Stanford University psychology department, known for his work with the gifted and in the area of intelligence test development.

Belle Greve, former director of the Cleveland Rehabilitation Center and leader in the International Society for the Welfare of Cripples.

Edward Twitmyer, former headmaster of the Pennsylvania School for the Deaf.

We record particular recognition and commendation to Editor Ivan Garrison and the associate editors of EXCEPTIONAL CHILDREN. The attractive format and the variety of offerings reflect consistent efforts to stimulate professionally an expanding reading audience.

The Council recognizes the efforts of television, radio, and the press for increasingly favorable interpretation of the needs of handicapped children and adults and the programs of organizations serving them.

The Council commends the Honorable John Fogarty, the Honorable Lister Hill and their committees in the Congress for their support and the prospective increased appropriations extending research on the mentally retarded. This research and extension of it to other areas of special education are urgently needed.

The Council endorses Senate Bill 395 for the expansion of teaching and research in the education of mentally retarded children.

We commend the Congress and the Bureau of Internal Revenue for consideration given, through the tax exemptions and extensions of Social Security, to families having seriously handicapped children.

We commend U.S. Commissioner of Education Laurence G. Derthick, for active support of education for exceptional children and participation in this convention; and Deputy Commissioner Wayne Reed, who as Acting Commissioner, provided effective leadership in developing and implementing the research of the U.S. Office of Education.

In order that the Office of Education be able to comply adequately with research project requests, and at the same time fulfill its present and continuing obligations, the Council recommends that the Office of Education be staffed with additional qualified personnel required to serve each area of the exceptional.

We endorse the growing interest in the improvement of education for gifted children throughout the country.

Respectfully submitted,

John J. Lee, chairman; Felix Barker; Frances Partridge Connor; Samuel A. Kirk; Frances A. Scott; Ellen Thiel; Cynthia Welder; Lucille Workman.

Communication problem between officers and the membership to be attacked

President-elect Maurice H. Fouracre is conscious, as are the other officers, of the difficulties in maintaining working contact with the membership. The Council is becoming larger by the month. That means that the problem will grow rather than decrease unless steps are taken to correct it.

As a result, Dr. Fouracre will institute, in the fall, a series of newsletters prepared by himself, and Executive Secretary Harley Z. Wooden. These will go to key officers and others on the local, state, and international levels. Persons giving an

assist from time to time in the form of reports will include the treasurer, Bob Gates; the membership promotion chairman, Adrian J. Durant, Jr.; the legislation chairman, Thomas W. Mulrooney; and others.

If you want your chapter or federation to have the advantages of this service, urge your president to report the names of your new officers to headquarters at once.

Who will be chosen "Handicapped Person of the Year?"

Each year, the U.S. President's Committee on the Handicapped selects a person for this honor. The person so selected must be severely handicapped and have made a contribution in the field of the employment of other handicapped. This contribution may be one of facilitating employment or inspirational example.

ICEC has the privilege of submitting a candidate for this honor.

Any member, chapter, or federation of chapters desiring to nominate a person for "The Handicapped Person of the Year of 1957," may write Dorothy F. Pasch, 121 Southard Avenue, Toledo 2, Ohio, requesting an official nominating form and copy of directions and regulations for nominating a handicapped person for this honor. Miss Pasch is chairman of the ICEC committee handling this nomination and all nominations must reach her committee before October 1.

Don't put off writing and nominating the person you think is most qualified and worthy of this national honor. Do it today, before you start planning your summer session classes or your vacation.

A CALL FOR PAPERS AND SUGGESTIONS FOR KANSAS CITY CONVENTION

Pittsburgh is proud history. Plans for our Philadelphia summer meetings at the NEA Centennial in July are announced elsewhere by Warren B. Perry, chairman. The Miami regional program for November 13-16 is, according to Laura Sutter, chairman, approaching final steps.

The chairmen for the Kansas City international convention, next April 8-12, are busy gathering ideas of what is wanted. Here is where you come in. Do you have—or can you have—a paper to read at that time concerning a significant study or piece of research? If so, advise the program chairman Lloyd Dunn. Address him as Coordinator for Special Education, George Peabody College for Teachers, Nashville 4, Tenn.

Suggestions concerning local arrangements should be addressed to the chairman of that function, Nelle Dabney, director of special education, Kansas City Public Schools, 9th and Locust Streets, Kansas City, Missouri. She will be happy to receive them. Any suggestions for the chapter workshop should be sent to Mazine Langley, 7533 Baltimore, Kansas City, Missouri. It is a big job to develop a chapter workshop that will hit the maximum number of common problems. Assist Mrs. Langley and her committee with your suggestions.

This *call* is not just a space filler. Let's help these people put over the type of convention you would like to see. You can do that only by volunteering your thinking and, on occasion, your personal assistance.

ICEC to be Represented . . .

President-Elect Maurice H. Fouracre and Executive Secretary Harley Z. Wooden represented ICEC at the NEA department officers meetings in Washington, May 13-14. Problems of mutual interest among departments and their relationship to one another were considered, as well as problems of interest between NEA and the departments.

On May 15 and 16, Dr. Fouracre and President Elizabeth M. Kelly represented ICEC in New York City at the national magazine publishers' conference.

NEW MEMBERSHIP HIGH

On April 30, ICEC membership stood at 10,599 and library subscriptions at 1858. That's a new high for each. Among the enrolments received were the names of Margaret Logwood of Greensboro, North Carolina, and Rudolph G. Pohl of Wellsville, New York, whom the Council is happy to welcome as our newest life members. Another extra special welcome was extended, in March, to the Augusta Area Chapter No. 292 of Georgia.

FEDERAL LEGISLATION NOTES

COOPERATIVE RESEARCH IN EDUCATION

Congress appropriated $1,020,190 for the 1957 fiscal year to carry out the research program authorized under Public Law 531 of the 83rd Congress. This law calls for arrangements with colleges, universities, and state education agencies for conducting research, surveys, and demonstrations. The 1958 HEW budget carried a request of $2.3 million to continue the projects started in 1957 and for the initiation of new programs. On April 4, 1957, this sum was approved together with the rest of the Office of Education budget.

MENTAL RETARDATION

Maurice H. Fouracre, ICEC president-elect, and Thomas W. Mulrooney, ICEC legislative committee chairman, were invited and were present to express Council views on April 4, 1957, to the Senate Labor and Public Welfare Committee on S. 395. This bill encourages expansion of teaching and research in the education of mentally retarded children through grants to institutions of higher learning and state education agencies. There are to be further hearings on this proposed legislation.

CAPTIONED FILMS FOR THE DEAF

Senator Purtell (R. Conn.) introduced S. 1889, to provide a loan service in the HEW department of captioned films for the deaf. This bill was referred to the Senate Labor and Public Welfare Committee.

JUVENILE DELINQUENCY CONTROL

The names of Senators Ives (R., N.Y.), Thye (R., Minn.), and Javits (R., N.Y.) were added as co-sponsors of the administration supported bill, S. 1455, to establish a new program of federal grants to assist in strengthening and improving state and local programs for the control of juvenile delinquency. The Senate Labor and Public Welfare Committee has as yet held no hearings on this bill.

EXCEPTIONAL CHILDREN TO BE INCREASED TO NINE ISSUES PER YEAR

An organization's services must keep pace with the demands placed upon it—otherwise it begins to go backward. Consequently the executive committee took a second look at a new situation resulting from an adverse postal ruling.

The U.S. Post Office has objected to the insertion of the *Bulletin*, as a separate publication, into our journal, EXCEPTIONAL CHILDREN. Feeling that this is no time to limit services to the membership, the committee decided to make the *Bulletin* an integral part of EXCEPTIONAL CHILDREN and issue the latter nine times per year, from September through May. Therefore, your next journal will arrive in September. The executive committee and editors hope you will like the change.

New student memberships will receive, as an introductory offer, the September, October, November and December magazines free. Regular members affiliating for the first time, who wish to begin with the September issue may add $1 to their dues and indicate what it is for. In either case, the member will receive the magazine from September until one year from the following December.

NEW PUBLICATION APPEARS— THE GIFTED CHILD

The National Association for Gifted Children has launched a new publication, *The Gifted Child*. It is a 12-page quarterly issued with membership or sold separately, $1.50 per copy or $5 per year.

Address inquiries and orders to the Association at 409 Clinton Springs Avenue, Cincinnati 17, Ohio.

Important

TO NEW LOCAL AND STATE PRESIDENTS:

If you are a new president of a chapter or federation and if you wish to receive next fall the special news letters described elsewhere in this *Bulletin*, be sure to furnish headquarters with the necessary names and addresses of yourself and other offices *as promptly as possible.*

TO ALL PERSONS WHO WILL HAVE A NEW ADDRESS IN THE FALL:

Your next copy of EXCEPTIONAL CHILDREN will arrive in early September. If you are to have a new address at that time, advise headquarters before August 10 in order to receive your magazine on time! If that is impossible, please arrange for either the post office or someone else to forward your September and October journals to you. Then report your address to headquarters as soon as it is known.

"CHANGING TRENDS FOR THE HANDICAPPED" IS ICEC THEME IN PHILADELPHIA

Warren B. Perry, chairman of the program and general arrangements committee, for ICEC during the NEA Centennial Convention announces that Council's activities for the all-day meeting on Monday, July 1, 1957, will be at the Warwick Hotel. The Warwick is at 17th and Locust Streets in Philadelphia.

SECTION MEETINGS 10 AM

Section 1. Ballroom
Physically Handicapped Section

Topic: "Changing Trends for the Physically Handicapped"

Chairman: Lester N. Myer, coordinator, Bureau of Special Pupil Services

Symposium Areas: 1. Speach and Hearing Handicaps
2. Vision Handicaps
3. Orthopedic and Other Physical Handicapping Conditions

Panel Members and Interrogators: (To be announced)

Section 2. Adams Room
Psychological Services Section

Topic: "Differential Diagnosis of Disturbed Children in the School Setting"

Chairman: Cynthia Welder, supervisor of psychological services, Montgomery County, Pennsylvania

Speaker: Robert C. Prall, M.D., director, Children's Unit, Eastern Psychiatric Institute, Philadelphia

Interrogators: (To be announced)

Section 3. Washington Room
Mentally Retarded Section

Topic: "Changing Trends in Community Organization"

Chairman: Hans C. Gordon, director, Division of Special Education, Philadelphia

Panel Members: John Bartram, M.D., St. Christopher's Hospital, Philadelphia; Harry Blank, Pennsylvania Association Retarded Children, Philadelphia; Father John J. Graham, assistant superintendent of Diocesan Schools; Maurice E. Linden, M.D., director of Division of Mental Health, Philadelphia; Mrs. Carl B. Weed, Jr., Parent Guidance Chairman, National Association for Retarded Children

GENERAL SESSION 2 PM BALLROOM

Topic: "General Session—Changing Trends for the Handicapped"

Chairman: Warren B. Perry

Greetings and Introduction: Maurice H. Fouracre

Address: Darrel J. Mase, University of Florida, Gainesville

WHERE ARE YOU GOING NEXT FALL?

City of Miami News Bureau

Why not make it to one of America's beauty spots? Take a look at the aerial view of downtown Miami, showing the Bayfront hotels. In the right foreground is the Miami Public Library—which is located directly across the street from the McAllister Hotel. And the McAllister Hotel is ICEC headquarters for the Southeastern Regional from November 13-16.

ICEC'ers from the nine states in the southeastern part of our country and many others—from the border states touching this area will come down to partake of the deep southern hospitality and sunshine—as well as the regional program now shaping up to focus professional attention on the needs of education for exceptional children in this area. The committees are already hard at work planning the conference—so you sharpen your pencil and draw a very fine line around the dates on your calendar and join other ICEC'ers heading south in November.

$$\tilde{p}_e = \frac{N_1 p_1 + N_2 p_2}{N_1 + N_2}$$

the formula used for a t-ratio for a difference between uncorrelated proportions was as follows:

$$t = \frac{p_1 - p_2}{\sqrt{\tilde{p}_e \tilde{q}_e \left(\frac{N_1 + N_2}{N_1 N_2}\right)}}$$

For the first question, the t-ratio of 2.65 was significant at the 1% level. Therefore, the hypothesis of no significant difference must be rejected. The significant difference between the proportions of parents of handicapped and parents of non-handicapped suggests that the difference exists largely with the handicapped and their parents.

For the second question, choice of a person to play with on the playground, the t-ratio was 2.5, significant at the 5% level. Again, the hypothesis was rejected. For the third question, choice of a person to take home to a party, the t-ratio was 3., significant at the 1% level. Therefore, the hypothesis of no difference, again, was rejected. Parents of the handicapped children made significantly fewer correct identifications with the children's responses than did the parents of the non-handicapped children.

In an analysis of the data related to sociometric aspirations of parents of these children, Chi square was computed based on parent choosers and handicapped and non-handicapped choices. Table three illustrates these choices on three questions related to parental aspirations.

Chi square computed for question four, "Whom would you like best to have your child sit by in class?" was 3.341, significant at the 8% level of confidence. So large a Chi square allows only tentative acceptance of the hypothesis that physical disability does not affect the direction of parent choices on this particular question and for this particular sample. To determine more clearly the cause of the large Chi square, a two-cell table was devised for each set of parents. The Chi square for parents of the non-handicapped was .802; for parents of the handicapped, 2.53, significant at the 10% level of confidence. This suggests that parents of the handicapped tended to overchoose other handicapped youngsters on this question.

The fifth question was related to parent choice of "Whom would you like best to have your child play with on the playground?" Chi square was 4.616, significant at the 3-4% level of confidence. Again, the two-cell table was used, with parents of the handicapped attaining a Chi square of 3.61; parents of the non-handicapped, .994. The Chi square obtained by parents of handicapped was significant at the 4% level, suggesting, again, the tendency for parents of handicapped to choose more from the ranks of the handicapped than from the ranks of the non-handicapped.

On the sixth question, "Whom would you like best for your child to bring home to a party?" the Chi square was 4.779, significant at the 3% level of confidence. Examining the choices of parents of handicapped and parents of non-handicapped more closely, the parents of the handicapped attained a Chi square of 3.392, significant at the 3% level. Again, parents of the handicapped seem to choose

TABLE 3—THE DIRECTION OF PARENT CHOICES

	1[1] Sit by in class?		2[2] Play with on playground-		3[3] Take home for a party?	
	Handi.	Non-handi.	Handi.	Non-handi.	Handi.	Non-handi.
Choices made by parents of handicapped	4	13	6	9	5	10
Choices made by parents of non-handicapped	4	50	8	46	6	51

[1] 13 choices of parents of handicapped, 12 choices of parents of non-handicapped were not made.

[2] 15 choices of parents of handicapped, 12 choices of parents of non-handicapped were not made.

[3] 15 choices of parents of handicapped, 9 choices of parents of non-handicapped were not made.

other handicapped to the exclusion of the non-handicapped.

To determine the reality-ideal relationship between parents of the handicapped and parents of the non-handicapped as revealed by their responses, an analysis was made of the data from parents' answers to the questions "Whom do you think your child picked, etc." and "Whom do you wish your child would pick, etc."

With regard to the question "Sit by in Class," a t-ratio of .25 was computed, significant at neither the 1% nor 5% levels. On the second question, the t-ratio was .73, again not significant at the 1% or 5% levels. On the third question, the t-ratio was 2.09, significant at the 5% level and approaching significance at the 1% level. This suggests a difference in the reality-ideal between parents of the handicapped children and parents of the non-handicapped on the question involved in taking children home to a party.

Conclusions

1. For the particular population used in this study, physical disability appears to have no significant relationship to choice by pupils of other children to sit by in class.

2. Although not statistically significant, there appears to be a trend for physically handicapped to receive fewer choices as playmates compared with the number of choices accorded the non-handicapped.

3. The choice of children to take home to a party appears to be unrelated to the factor of disability.

4. Using three questions with children, sociometric status within the room seems to be related to factors other than physical handicap.

5. Asked "Whom would you like best to have your child sit by in class?" parents of the handicapped children seem to over-choose other handicapped children.

6. Again, to the question, "Whom would you like best to have your child play games with on the playground?" parents of the handicapped over-chose other handicapped children.

7. And, on the third question, "Whom would you like best to have your child bring to your house for a party?" parents of the handicapped over-chose other handicapped children.

8. Parents of the handicapped seem to identify their handicapped children as members of a subgroup or "away from the norm."

9. Choices made by parents of the non-handicapped children seem to be unrelated to the factor of disability.

10. Parents of the non-handicapped more readily identified the choices of friends made on the three questions than did parents of the handicapped.

11. Parents of the handicapped, who tend to over-choose other handicapped for their children (while the child does not) appear less proficient in accurately identifying their children's choices. Parents of the handicapped seem not as well acquainted with the social structure of the class as are the parents of the non-handicapped.

12. In the reality-ideal examination, 56% of the parents of the non-handicapped picked children in the "wish" and "think" categories, suggesting that (1) the children they identified as those they thought their child picked was wishful thinking; or (2) the ideal to the parent is in fact reality.

13. The study suggests support for the conclusion that the children in this population identify themselves sociometrically as "integrated" in terms of handicap and non-handicap. The parents of the handicapped children, however, see their children as seeing themselves identified with other handicapped to the exclusion of non-handicapped. The parents of these handicapped children, in addition, themselves over-choose handicapped children as playmates, classmates, and friends at a party for their children.

14. This study suggests support for the conclusion that the children in this population identify themselves sociometrically as "integrated" in terms of handicap and non-handicap. The responses of the parents of the non-handicapped support this thesis in that they do not over- or under-chooses handicapped as playmates, classmates, and the like for their children, nor do they see their children as over- or under-choosing the handicapped.

Summary

This study, an investigation of certain sociometric aspects of handicapping conditions in children, was conducted in a combined seventh-and-eighth-grade class at the Fairchild School of Special Education. The special education school at Illinois State Normal University attempts to reflect the general philosophy of education of the exceptional child as described by the *Illinois Plan for Special Education of Exceptional Children:*

"It is important to remember that those children we refer to as exceptional or handicapped, or talented, are very normal individuals in many respects. . . . (His) one handicapping condition that is the most exceptional should not isolate or condemn him in his entirety."

The findings in this study suggest a need for education of parents of the handicapped to the "Illinois plan" which purports that the child is more normal than he is handicapped.

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COUNSELING THE CEREBRAL PALSIED

(Continued from page 352)

thought should be given, then, to including the neurotic or emotionally disturbed cerebral palsied adolescent or adult in treatment groups with other maladjusted individuals unaffected by cerebral palsy.

What can be done until this orientation can be achieved? Group counseling or therapy *can* be effective and if, at present, circumstances dictate that only groups composed entirely of individuals with cerebral palsy are available, then by all means these are the groups that should be treated. It must be kept in mind, too, that each person must be evaluated in terms of his own physical and emotional resources and impairments. There are some individuals with cerebral palsy who can be most profitably treated individually or only in a group of similarly physically affected persons. It is in this regard that the clinical psychologist can be of greatest assistance in evaluating the personality of the individual with cerebral palsy and, through controlled research, eventually indicate means of judging the readiness of the prospective patient for one or another type of individual or group psychotherapy.

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Current Audio-Visual Materials on the Exceptional

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The Vinton Story. **Iowa Braille and Sight Saving School, Vinton, Iowa. Color; sound; 20 minutes running time; No rental fee listed, pay transportation only.**

DESCRIPTION: The viewer sees the Iowa Braille and Sight Saving School through a tour taken by the father of a partially blind pupil. Shown are the sights of a typical day in the life of a student—the play life, the physical plant, and the "home life away from home." In addition, the father sees his son participating in the agricultural program where the boys are raising livestock for the forthcoming fair. Brief shots of classroom activities and the extra-curricular program of the school are presented.

Day at Washington Boulevard School. **Bailey Films, Inc., 6509 De Longpre Avenue, Hollywood 28, Calif. Color; sound; 20 minutes running time; $10 rental fee.**

DESCRIPTION: This *Day at Washington Boulevard School* depicts the activities in one of the five Los Angeles city elementary schools for the orthopedically handicapped children. Presented is a picturization of the school program, speech therapy, occupational and physical therapy, and class activities that parallel as closely as possible those of a normal class. Scenes during luncheon, at noon recess, and gardening periods are included. Children in the film have abnormalities of the bones and joints, diseases of the brain and nervous system, and a variety of endocrine disorders.

Handicapped Go Camping. **Bailey Films, Inc., 6509 De Longpre Avenue, Hollywood 28, Calif. Black and white and color; sound; 10 minutes running time; $3 rental fee.**

DESCRIPTION: Illustrates the events of a typical day of camping to show how normal and handicapped children can profit physically and socially from a mutuality of interests and joint efforts in camp activities. Incidents pictured are crafts, study programs, and examples of carefully planned orientation exercises. Emphasis is given, in both the showing and telling, to the place of adult counselors in the total camp program.

Growing into Reading Through Use of Braille. **American Foundation for the Blind, 15 West 16th St., New York 11, N.Y., or Jeanne Kenmore, Emerson School, Berkeley, Calif. Color; silent; 25 minutes running time; No rental fee listed, pay transportation only.**

DESCRIPTION: This film presents the many aspects of reading readiness for the blind through braille means. It shows the enjoyment of stories, development of language skills, auditory readiness, and

physical development for a group of blind day school pupils. The film was prepared at the Emerson School in Berkeley, Calif., where 10 blind children in eight different classrooms learn to read with sighted children as well as through instruction from a resource teacher.

The Treatment of Cerebral Palsy in New Zealand. **Merritt P. Bloch, Motion Picture Service Bureau, 2057 Bragg Street, Brooklyn 29, New York. Black and white; sound; 60 minutes running time; $3 rental fee.**

DESCRIPTION: This film is made available through the International Society for the Welfare of Cripples presents a picture of the program for the cerebral palsied in New Zealand. Shown in the film are diagnostic services, physical and occupational therapy, speech training, recreation and all activities of daily living in an institute where cerebral palsied children are provided with board and lodging for long periods of time. It also shows the traveling physical therapist giving treatments to cerebral palsied children in their own homes.

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3. **HANDICAPPED GO CAMPING**
   Shows typical incidents of a camping day to illustrate how both normal and handicapped children can profit physically and socially from their joint efforts and mutual interest in camp activities. Produced by State College of Washington. *11 minutes Color, Rent $5.00, Sale $100.00; also B&W, Sale $50.00*

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To Lighten the Load—Part 2

•

The last issue described equipment designed for specific teaching needs with orthopedically handicapped students. The following deals with unique ideas developed with or without large pieces of equipment. Here are some simple devices as well as ideas for teaching the secondary student who is homebound or hospitalized.

•

DON'T KEEP IT A SECRET!

Marian C. Hunter
Detroit, Michigan

Orthopedic, hospital, and homebound teachers with ingenuity have created unusual devices for aiding handicapped children.

• A simple aid is the clipboard used by checkers in factories as they make notes or fill in forms while walking about the work area. The clamp is helpful for cerebral palsied children who cannot hold papers or workbooks steady as they write or color. The stiff board also takes the involuntary pressure these children exert as they concentrate on the motions of writing or coloring. Children who are bedfast would also find this firmness helpful. One little girl who uses her feet for all the usual hand work of sewing, writing, playing games, painting and coloring, was first observed patiently trying to keep pages from tearing off work pads or sliding about and being cut through when the pressure of pencils reached the soft carpeting on the floor. A clipboard ended much frustration and is now standard equipment for teaching spastic children.

• Aluminum cookbook holders are energy savers for propping textbooks at a reading incline. Too many children try to read with books opened flat and heads bent over at a fatiguing angle.

• A small child was breaking all her crayons or twisting them out of shape because of the warmth of her tightly-gripping fingers. Plastic crayon holders from the variety store were the answer in preserving equanimity here. At first, jumbo crayons were tried, but it was found they were too short to lean against the arch that joins fingers and hand and leverage was impaired until the plastic holders were discovered. As the crayon wears down the holder keeps the length standard by a series of notches which lock in place the little pusher key as it descends the holder in pressing down the shortening crayon. Children whose hands are paralyzed can often use these crayons too; since crayons (with adhesive tape wrapped around several times at the gripping point) are particularly helpful when the hand muscles are too weak to make impressions with a pencil. Children with muscular dystrophy sometimes need such crayon devices instead of pencils, but without the adhesive tape for bulk.

• For the child with muscle trouble which prevents writing, or lack of speech for spelling and simple arithmetic, there is a wheel game that is made of letters on wooden squares that slide around and into grooves as one selects them. The groove

guides an unsteady hand. Numbers and process symbols are on the reverse side of the wheel. These would also prove useful with children having impaired vision requiring enlarged single letters when printed pages are too difficult. Only the very slow moving child would be happy long with this device.

- Electric typewriters are a boon to the weak or unsteady child. Keys are only touched on an electric typewriter and do not need to be depressed as on a standard machine. Some companies make square keys and the framework is fitted between keys as well as around them, so that unsteady fingers or toes do not slip between and get cut or pinched. If the spastic child is using an electric typewriter with his or her big toes, the feet can be held steady by bracing the heels on a board and then making depressions in the surface of the board to accommodate heels while typing. For such a child it sometimes does not occur to parents to place the copy work within closer eye range than the floor, because that is where the typewriter sits. A small table with an inclined board supporting the books or papers can be placed behind the typewriter or at one side, depending on the length of the vision of the child and the lighting.

- Another device is to cut inclined grooves into the side edges to two pieces of wood and use them as feet set apart to hold a large reinforced cardboard upright behind the typewriter and higher, so that sheets of paper with large handwriting or felt brush printing can be fastened within eye range by pinch-on clothes pins or clips. One boy with impaired vision learned reading and spelling by combining the large printed board for his own reading and touch-typing for communication.

- There are tiny clip-on reading lamps that can be used on books or placed on stands for those who cannot hold books or adjust them to the usual room lighting.

- A wide grin replaced the polite smile on a child's face one day when presented with very large sheets of newsprint paper attached to an inclined board. He was handed crayons with which to begin creative drawing instead of coloring picture books. He needed whole arm movements since finger movements were too difficult for him and he needed the joy of creative experience which had so far been denied him.

- The felt brush is invaluable with children who need individual flash cards made on the spot for their individual needs, whether for number work, phonics or word practice.

- At fifth-grade level, children's interest in caves and canyons is quite acute. Geography is made much more real to the non-mobile child by use of some of the three-dimensional picture wheels put out with the ever popular stereopticon devices.

- The toy typewriters with a letter wheel can be very helpful. They are inexpensive and one finger on each hand or the big toe on each foot can operate these toys. The child using the typewriter achieves some independence in spelling, sentence construction for language exercises, or simple composition of letters for history and geography assignments. This is of particular value where the child has little or no speech but intelligence and the need for expression. This opens the way for correspondence with friends to brighten and broaden the child's existence.

- The number of Golden stamp books is increasing rapidly and can be purchased at stationery counters or comic book stands for a small fee. These books provide several pages of colored pictures, perforated around the edges so the scenes can be torn out and pasted on pages that deal with the particular subjects. The range of book choices is widening rapidly to include biography, trucks, stars, history, insects, and birds. Such books are a great help in motivating reluctant readers and phonic helps or syllable work may be written on the margins of the pages.

- Racks are now available for holding playing cards (or flash cards!) in full view of the player. Boards with depressed squares for checkers can be made so that children with unsteady hands can play. Blind children use these boards for chess. Chinese checkers could be played by these children, if the objects that go into the holes can be any other shape than round, because any little jolt will send round objects rolling.

- Many anagram kits are useless with little children because all the letters are in capital form. However, two sets of manuscript-type letters, one of heavy, brightly colored cardboard and one set of half-inch-thick wooden squares for hands that cannot pick up the cardboard, can be found by diligent search.

• With high school pupils who have paralyzed hands, the fingers are constricted into fists. A dowel stick or pencil placed in each hand (or in the mouth) enables them to type lessons. Much labor is saved if workbooks can be found with perforated tear sheets so that typed answers require minimum work and help from the family. This is true with younger children, whether or not the sheets were intended for tearing out.

• Instead of following the example of many teachers in keeping a separate notebook in which assignments are written for the child's guidance, place the date on which the assignment is to be completed on each page of the workbook. If a notebook is used with dividers for each subject, write the date and page numbers with short instructions on the worksheet to be used. This saves considerable time in locating the matching text-book assignment on the next visit. If only reading is to be done as an assignment, insist on a book mark at the start of the assignment and show the child a simple code mark where the day's work will end. Little children are prone to flip pages back and forth hunting the place, wasting the time of the teacher. This system makes the child independent of the mother and prevents arguments about assignments. It saves time as the lesson is ending.

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COLD WEATHER is aptly named. From the first fallen leaf to the day the moths pounce on the woolens, someone in the family is sure to be sniffling. Whether it's a pre-schooler, grandma, or Pop himself who is bed-bound, the 30-page booklet, *Diversions for the Sick*, should be helpful. It offers practical suggestions for keeping patients of every age cheerful and comfortable. Everything from food tips to makeshift backrests and play projects are included. Available free from the Health Education Service of the John Hancock Mutual Life Insurance Co., Boston.

ENRICHMENT IN SECONDARY HOME TEACHING

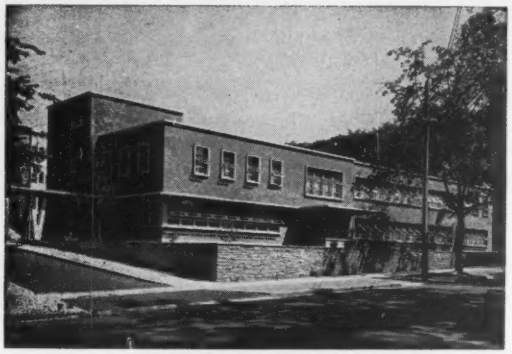
Alice Wright Gee
Milwaukee, Wisconsin

Home teachers and their supervisors, working cooperatively, usually institute and carry out individualized teaching techniques in an effort to channel pupil drive and energy into specific learning areas. This has been tried successfully in the home teaching program for secondary pupils in the special education department of the Milwaukee Public Schools. Many of the pupils who are referred for home teaching have had long hospital experiences, and the re-orientation to school routine can be difficult, even with the help and guidance of an able and understanding home teacher.

It is understandable that the home teacher gains an unusually rich insight into personalities of her pupils, through her long acquaintance with them. Pupils convalescing from rheumatic fever, heart involvements, orthopedic disabilities, and polio residual cases may require one, two, or more semesters of home instruction. The quiet teacher who, during the adjustment period allows the pupil to express his feelings in order to release tension, will find that the pupil will relax and that energy can be redirected to school assignments. One of the most important jobs of the home teacher, especially with adolescent pupils, is to create the kind of emotional environment which gives the pupil opportunity to concentrate his efforts on subject matter for which he has a particular aptitude, and through which he can experience self-expression. The home teacher can accomplish this through making the learning situation an exciting one, and she may well find that learning occurs best when there is the stimulation of an enriched program geared to pupil ability, need, interest, and curriculum.

Curriculum enrichment is one of the most fascinating facets of the home instruction program. It is gratifying to know what the stimulation of enrichment can do for the personality development of an interested student. One senior boy elected twelfth-grade civics, and soon after the teacher initiated the course it became obvious to her that research and outside reading would have to be included in his program, in order that optimum learning might take place. The most challenging work this boy completed was a study of the hearings before the United States Senate subcommittee to investigate juvenile delinquency. To anyone who has ever been faced with the mass of subcommittee material available through contact with one's senator, it is understandable that the pupil had an impressive job to do. In order that this study should be meaningful, it was decided to have the boy prepare a paper in

Summer Session Program for Educators of EXCEPTIONAL CHILDREN



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which he was to follow the formal procedure regarding footnotes, bibliography, organization, and so forth. After careful examination of the material on juvenile delinquency, he decided to write his paper on "Personality Types Apparently Susceptible to Environmental Influences Which May Produce Juvenile Delinquency." He became so interested in the study that he was not content to use the material available in the hearings, but supplemented it with books from the public library, and he eventually produced a college level study. The work was not only academically rewarding, but the success of the experience strengthened the self-esteem of the boy.

Probably one of the more exciting areas of enrichment is through comparative literature, which offers to the advanced high school junior an opportunity to explore the great writings of the world in an effort to learn and appreciate the universality of mankind's struggles, problems, and needs. The intellectual challenge to the pupil of making a careful study of some of the great literature as produced by Shakespeare, Tolstoy, Flaubert, De Maupassant, Cather, Whitman, Melville, to name a few, can result in a strengthening of the personality and a greater ability to re-orientate himself after a long illness.

Science, too, can be geared for enrichment of the curriculum of the home pupil. One student made a study of Ming trees and developed several of the miniature trees in his own home. A ninth-grade general science pupil made a study of alcoholism, and presented a very creditable paper on the physiological and sociological aspects of the program.

Enrichment may also take the form of acceleration in a particular subject for which the pupil has special interests and aptitudes. In the department of special education in Milwaukee, the procedure is as follows: the teacher evaluates the pupil's apparent learning ability and general physical health, the home situation and possible emotional blocks, and when she has found that the youngster might very well accelerate in a particular subject, she then discusses the matter with the supervisor and guidance counselor of his school. It is then possible to schedule a program so that the pupil can manage two credits of the same subject in one semester. This has been done many times with English at

eleventh- and twelfth-grade levels, global geography, biology, algebra, and history. It was found that continuity of subject matter acted as a stimulation to learning, and the pupils were well able to follow a planned course of study.

A pupil whose difficulty with mathematics threatened her entire home instruction program, was encouraged to drop it and to concentrate on two credits of junior English, one credit of United States history, and drawing (for which she had a genuine flair). In this way she experienced success in both literature and composition requirements and reentered her district high school ready and able to concentrate on her math. When the case was followed up, after the girl had completed a semester at her school, it was found that the composition training gained through her accelerated English, had strengthened her entire academic program. The sense of achievement that resulted had lifted her morale to such a degree that she was able to carry over into other areas of learning.

A ninth-grade pupil, home-bound two semesters, completed eight college preparatory credits and entered a senior high school the following fall. The enrichment program developed by the home teacher for this student included acceleration in history and English; she wrote final examinations in these two subjects well in advance of her other work. She was then free to concentrate on Latin, her most challenging subject. The girl also completed two credits of algebra. When a follow-up of the pupil was made, after she had completed her first semester at school, it was found that she had come well prepared academically and that she was successfully completing the tenth grade.

While the home teacher of high school pupils works on an individual basis, she probably has much practical experience to offer to any study of the enrichment program in secondary education. Her work gives her the opportunity to use the non-directive type of academic guidance in which the pupil, rather than the teacher, is responsible for working out the solutions as to what the enrichment program may be. The teacher can advise, suggest, and provide opportunity, but it is the pupil himself who must rise to the challenge and who must follow through on the projects. In this way many pupils find a much needed, *constructive* release of tension and forgetfulness of self, which is vital to any successful learning experience. Evaluation of these pupils after their return to school has shown them to make satisfactory adjustments in their interactions with the peer group and school personnel. Home instruction in Milwaukee's special education department has shown that the curriculum can provide an immediate and desirable modality through which some pupils can work out their frustrations about school, and at the same time keep up with their classmates, or even pass them!

HIGH SCHOOL OF THE AIR

Louis Kleinman
High School of the Air
Brooklyn, New York

The education of about 500 physically handicapped high school pupils in New York City has been enriched during the last few years by direct teaching over the air. Instruction by radio for the homebound high school student is a regular part of the curriculum. Why did it start? How did it start? How does it work? How effective is it? Is it a substitute for the home teacher?

WHY DID IT START?

The amount of time which a home teacher in New York City can give to each major subject in the high school curriculum averages approximately one-half hour per week. Obviously this is scarcely adequate to fill the needs of the student studying at home. By introducing radio lessons, the Board of Education added materially to the instructional time available to the pupil studying at home.

The home teacher is understandably a specialist in the teaching of the physically handicapped, but is not and is not expected to be, a specialist in every high school subject. The radio teachers are experts in their particular fields, therefore, they can provide the instruction in the radio subjects along very special lines. This was an important consideration in instituting education by radio.

The home student is most often a very lonely youngster longing for the companionship of others of his or her age. The home teacher has occasionally been able to make arrangements for non-handicapped pupils to visit with the home pupil. But this has been rare and frequently most difficult to execute. It was thought that by introducing a classroom

of the air, the home pupils would get a feeling of belonging and a vicarious socialization with others of the same age group.

HOW DID IT START?

In April of 1949, the first broadcast of this new baby—the High School of the Air—went out over the air waves in New York from the studio of WNYE, the Board of Education FM radio station. For three months, a group of teachers had labored to set up the administration and mechanics of this new venture in education. For three months, FM radios had been solicited from various organizations so that the home-bound pupils might be provided with this additional tool for their instruction. For three months, the small group of "radio" teachers met with the teachers and supervisors of the physically handicapped to arrange the coordination of instruction between radio and home teaching.

Finally by April with the radios in the homes, the courses of study arranged, teachers and pupils supplied with textbooks and mimeographed work sheets, and radio teachers and assistants well rehearsed—WNYE was ready—Superintendent of School William Jansen faced the microphone and spoke the words which ushered in a new and exciting experiment in special education for special students.

HOW DOES IT WORK?

It must be stated at the outset that radio lessons for the handicapped can be successful only if the home instruction teacher gives the program of home instruction his wholehearted support. Of course, the complete cooperation of the supervisors and administrators of the physically handicapped program is also necessary.

In New York, this support and cooperation were not easy to obtain. There was an understandable skepticism on the part of the home teachers of this entirely new approach to home instruction. Some home teachers, supervisors, and administrators were concerned that this might be the beginning of the displacement of the "live" teacher by the radio voice. Some few teachers had that basic philosophical conservatism which prevented them from supporting an experimental approach to teaching.

All of these fears and apprehensions attended the emergence of the High School of the Air, the name of the organization designated by the Board of Education to carry out the radio function. Slowly but surely the vast majority of teachers swung around to the view that radio was a supplementary arm to the entire teaching body. Radio lessons were welcomed rather than feared. Today, the active support of the home instruction administrators, supervisors, and teachers is practically 100%, and their acceptance of the radio program is echoed by the physically handicapped pupils.

The radio lessons are each 15 minutes in length and they embrace high school subjects only. There are 30 programs broadcast each week by a staff of four teachers, a secretary, and a coordinator of the entire project. The distribution of the programs is as follows:

English I	3	programs	per	week
English II	3	"	"	"
English III	4	"	"	"
English IV	3	"	"	"
World History	3	"	"	"
American History	4	"	"	"
General Science	4	"	"	"
Biology	3	"	"	"
"All About Books"	1	"	"	"
"Meet Your Teacher"	1	"	"	"
"Behind the Headlines"	1	"	"	"

The last three programs are not instructional in the sense that the other 27 programs are. "All About Books" is a supplementary English program which is designed to create an interest in books, reading, and writing.

"Meet Your Teacher" is just what its name implies. On this program, the home instruction teachers are "interviewed."

"Behind the Headlines" analyzes the causes, trends, and other factors involved in the news events each week.

The instructional programs in English, social studies, and science attempt to simulate a classroom atmosphere. Each broadcast carries the voices of the teacher and a "radio class" of from three-to-six high school pupils. Occasionally, ambulatory homebound pupils are brought to the WNYE studio to take part in a lesson on the air. The lessons follow the same patterns of good teaching which you find in many a classroom. The radio lessons are very carefully prepared and might be compared to the kind of lesson you might give if you were called upon to do a "demonstration lesson" for a group of visiting educators. The radio lessons are

each like one of these "demonstration lessons," and they include every possible device, "trick," gimmick, sound effect, recording, and dramatization to lend excitement and interest to the lesson.

Complete and detailed mimeographed instruction and assignment sheets are mailed to the pupils, teachers, and supervisors about once a month. This material provides questions to be answered, subjects to consider, diagrams, maps, puzzles, and an endless variety of devices to serve as follow-up for the teacher and pupil. Written work by the pupil is requested at periodic intervals, and it is transmitted by mail. The radio teachers return the work with suitable comments and corrections where they may be necessary.

Postal and telephone communication between the pupil and the radio teacher is fairly common. The homebound pupils also write to their radio classmates as a result of these programs. Furthermore, the radio classes have created a feeling that the home instruction pupils have classmates at home, and this has engendered a pen-pal situation where many home-bound pupils are corresponding with each other.

The High School of the Air publishes a mimeographed magazine called *Chatterbox*. This consists of stories, poems, interviews, puzzles, biographies, and feature articles written entirely by the home pupils. Through this publication, an additional avenue is opened to the homebound pupil to give him a feeling of belonging to a large group of pupils.

Another device used to get homebound pupils together is the home recording. A group of ambulatory and non-ambulatory but transportable pupils are assembled in a home most convenient for all. The radio teacher tape-records either lessons or interviews with the pupils and their home teachers. At a later date, these tapes are played on the air as part of the High School of the Air programs. Not only are these recorded lessons and interviews educationally useful, but they are of tremendous value emotionally and therapeutically to the pupils who hear their own voices over the radio.

IS RADIO INSTRUCTION EFFECTIVE?

There are no mathematical tables or graphs which can be trotted out to indicate the percentage efficiency of these radio lessons. The effect of bringing a classroom into the home is attested by the hundreds of letters, conversations and telephone discussions with pupils, parents, and teachers. Almost without exception, the verdict of the radio audience is an enthusiastic "yes."

One must bear in mind that the home teachers meet with the radio teachers at regular intervals to aid in the process of coordinating the home instruction with the radio instruction. These conferences are in part evaluation sessions at which the constructive suggestions of the pupils and teachers are brought to the broadcasters.

One must also remember that the home teacher spends only three hours per week with each home pupil. This is the time in which the teacher is expected to cover the work of a week in four or five major subject areas. A difficult task, you say! An almost impossible task. But when the radio instruction is added to what the home teacher does, the possibility of achieving the educational goals in the brief period of time is improved.

IS THE RADIO TEACHER A SUBSTITUTE FOR THE HOME TEACHER?

This question has already been answered with a great big "no." Radio or television or any audio-visual aid can never replace the teacher. That "personal touch" is so necessary to physically, and often emotionally, handicapped children. The radio teacher can only be a supplement or a complement to the home teacher, not a substitute for her.

WHAT OF THE FUTURE?

Plans for the future are made on the basis of yesterday's achievements and today's promises. To what extent does the High School of the Air deserve a future in terms of its past?

The High School of the Air has provided specialized instruction to physically handicapped children. In providing this instruction, a classroom atmosphere has been created so that the children have been able to enjoy some of the intangible results of sharing views and questions of other students. Assignment sheets have been prepared in the subject areas taught over the radio so that a regular course of study has been instituted; this has been of inestimable value both to the student and the home instruction teacher. A magazine, *Chatterbox*, has provided a medium for the ex-

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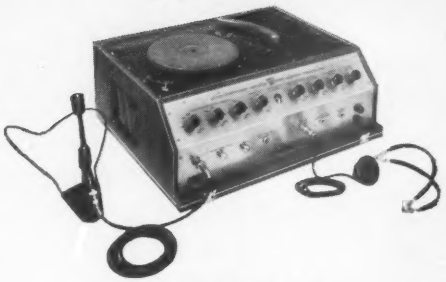

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pression of creative talents of these children. For a time, *The Living Blackboard*, a television program, brought visual lessons of sound educational value to the handicapped pupils. The High School of the Air, when used in conjunction with the teaching efforts of the home teacher, has helped considerably in the education of the physically handicapped children.

The future plans therefore indicate the expansion of the program in several respects. First, the program might be expanded in terms of the actual radio time devoted to home instruction. Second, the program might be expanded in terms of the subjects provided. At present, only English, history, science, and biology are taught over the radio; success in these areas warrants study and planning to include other subjects as suitable for radio lessons. Third, the program might be expanded in terms of other media, notably television. The success of *The Living Blackboard* is simple evidence of the demand for this type of instruction. Fourth, the program might be expanded to include, wherever possible, students on the elementary and junior high school level. Children of all ages need the stimulating experience of exchanging views with other students; if their physical handicaps prevent attendance at school with its normal classroom situation, then listening in to a classroom discussion affords, to some degree, this experience so vitally needed.

Further development of the program should insure a continuing high level of achievement. So far, the High School of the Air has provided an additional dimension for the educational growth of the physically handicapped children of the high school age in New York City. In the near future, it is to be hoped that this additional dimension can be shared by all physically handicapped children, whether they are on the elementary, junior high school, or senior high school level.

"A Proposal for Clarification of the Terminology Used to Describe Brain Injured Children"

In the article by Godfrey D. Stevens and Jack W. Birch:

1. Four objections to the present term are listed. Name and discuss them.
2. Why do the authors suggest the use of "Strauss Syndrome?"

Observations on Individual and Group Counseling of the Individual With Cerebral Palsy"

Abraham M. Zeichner suggests that readers consider the following:

1. How does cerebral palsy affect the range of group affiliations available to the afflicted individual?
2. In what way do the emotional problems of the cerebral palsied adolescent and adult resemble or differ from the problems of people without cerebral palsy?
3. What can group and individual counseling methods hope to accomplish for the individual with cerebral palsy?

"The Adjustment of Gifted Children in the Regular Classroom: Case Studies"

James J. Gallagher and Thora Crowder answer the following in their article:

1. Why was the case study approach used?
2. Name and discuss the four commonly accepted practices for aiding gifted children in the regular classroom?
3. At what school level must there be extended and expanded services to develop the adult potential of these gifted children?

"Vocational and Social Adjustment of Physically Handicapped Students"

Anne H. Carlsen suggests readers consider these questions:

1. What personal characteristics seem to make good vocational placement easier for graduates of the school?
2. How active a role do graduates play in social and civic organizations?

"Retardation of Vocabulary Development in Hard of Hearing Children"

Freeman McConnell and Cecil Young point up the following questions in connection with their article:

1. What factors often cause the language handicap of hard of hearing children to go unrecognized?
2. Does the hard of hearing child develop vocabulary in proportion to his intellectual capacity?
3. What implications for the classroom teacher of the hard of hearing child do the findings of the study suggest?

"Sociometric Aspects of Physically Handicapped and Non-Handicapped Children in the Same Elementary School"

Bette Soldwedel and Isabelle Terrill consider the following questions important as a guide to their article:

1. How may the findings be used by the classroom teacher in her work with parents of the handicapped children?
2. How well accepted or integrated are the handicapped children in the actual classroom setting?
3. What are the implications of this study for the placement of handicapped children in the public schools?

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THE ADJUSTMENT OF GIFTED CHILDREN IN THE REGULAR CLASSROOM

(Continued from page 363)

unresolved is, does the classroom teacher have the skills, time, energy, or information about her children that would enable her to successfully improve her services over and above what she is already doing.

4. TRAVELING CONSULTANT: Hiring an educational trouble shooter specially trained in curriculum methods for gifted children who can work with teachers or small groups of gifted children has many obvious advantages for school systems serving small or moderate-sized communities. Such a person could conceivably provide Foster and Peg's classroom teachers with some curriculum suggestions designed to stimulate their interest, could identify Greg as a serious problem and refer him for counseling, work with Dave on his compulsive checking of details, and form a small group of children like Carol who could follow advanced intellectual pursuits for a few hours a week.

Such a paragon is quite hard to find due to the lack of training facilities, absence of demand, and the variety of educational and psychological skills demanded of one person.

There seems to be a definite need for administrative flexibility in planning for gifted children, in order to deal adequately with the vast diversity of their skills and problems. Procedures should be established informing the teacher, or specialist working with the children, of the child's social and emotional adjustment, his family inter-relationships, as well as his own attitudes and feelings. Decisions regarding these children that did not take into account the above information would run the risk of worsening their present situation. Where there is a possibility of obtaining poor response to various curriculum adjustments, there is a temptation to feel it is safer or better to do nothing. It must not be overlooked that the decision to do nothing but maintain the status quo is often the most potentially disastrous decision.

If the school accepts this responsibility of providing the teacher with more and different types of information, then there will be needed increased personnel in the measurement area, more contacts

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with parents than many school personnel feel comfortable with, and assuredly greater costs for specially trained personnel needed. Since there is a tendency for communities to try and obtain better school services without paying any additional costs, it is likely that any number of schemes will be tried before the above suggestion.

There is enough evidence available in these case studies to suggest there will be a substantial loss in adult potential unless distinct changes are made in the educational and family environment. Each school district, community, and state must decide whether the cost of better training for our future leaders, scientists, artists, executives, and professional persons is worth the cost of increased services at the elementary and secondary school level.

VOCATIONAL AND SOCIAL ADJUSTMENT OF PHYSICALLY HANDICAPPED STUDENTS

(Continued from page 367)

casionally." Of the five who answered "Occasionally," four are severe cerebral palsied young people who have difficulty in feeding themselves and also have speech defects.

Self-confidence shows an increase in the answers of the non-student group. All of the women and the men, except two, say they are "Usually" at ease in social groups. No one in either group said that they were "Never" at ease socially.

Fifty percent of the handicapped students think their physical handicaps have limited their social activities. Five mention that they are not able to participate in sports, games, and other activities. One mentions the difficulty of getting to places and one mentions his inability to communicate easily with people. Only 41 percent of the handicapped graduates who are not in school think that their physical handicaps have limited their social activities. Those who are employed outside of their home have no complaint on this score. The same limiting effects of a handicap that the students listed are also given by the non-students.

All but one of the 31 who answered the questionnaire are in favor of organizing an alumni association of the Crippled Children's School. Whether this positive response to the suggestion of an alumni association is an outgrowth of natural school loyalty, or the hope of pleasing the author, or an indication that the graduate feels the need of continuing the easy social relationships with other handicapped friends is hard to know.

There were three unsolicited comments about the years at The Crippled Children's School being the happiest ones of their lives. In all three cases the individuals are homebound. One reply stated: "The people at the Crippled Children's School were the ones who made me realize I could get along in social groups."

Summary

This study does not pretend to say what happens to all graduates of special schools for the physically handicapped. It has simply reported, mainly in figures and percentages, what has happened to the eighth grade and high school graduates of one special school over a period of 13 years. From our returns we can generalize vaguely and assume that the following conclusions may be true of this particular study:

1. In this study the handicapped graduate who has seemed to have less difficulty in securing a good vocational placement has the following assets: normal intelligence, adequate training for a particular job, the ability to ambulate, to use his hands, and to speak intelligibly.
2. In this study the sex of the individual has seemed to have no bearing on employment possibilities.
3. This particular school that accepts the severely physically handicapped who are normal mentally, shows a 50 percent success in vocational placement.
4. In this study, the graduate severely handicapped by cerebral palsy has faced the greatest problem vocationally.
5. The questionnaire responses to this study indicate that the social life of these particular handicapped graduates has been restricted as to church participation, social organizations, and leisure time activities.
6. In this study the degree of dissatisfaction expressed by these particular handicapped graduates with their social life is not as great as one might expect. It increases with the degree to which the person is confined to his home.

—G. ORVILLE JOHNSON

A REVIEW OF

Cerebral Palsy — Advances in Understanding and Care

by Viola Cardwell, published by the Association for the Aid of Crippled Children, New York City, 1956.

Cerebral Palsy—Advances in Understanding and Care is an exceptionally well-organized, and readable contribution to literature in this specialized field. Unique in the present day of barely edited compilations, is the continuity of the material presented. From chapter to chapter the reader has the feeling of oneness. Yet, the assistance and advice of specialists in various areas of care and education are evident in the scientific and accurate reporting of research and practice.

The approach is clear and down to earth. Miss Cardwell has written not only for the field specialist but also for the pre-service student who is truly interested in the child with cerebral palsy. This is

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not an endorsement as a text for the preparation of uninitiated teachers of children with cerebral palsy since details on teaching methods and classroom management are necessarily limited in a volume of this scope. Rather, it is an excellent introduction to the overall needs of these children and to the important roles of highly trained professional workers from each discipline.

Readers from various professional positions may focus attention on different parts of this extensive volume—625 pages. For example, even the most sophisticated and effective worker in a successful cerebral palsy unit will gain insight and breadth through a study of the reports on community organization, comprehensive use of resources, and cooperative planning techniques. The descriptions of objectives, unique functions, and professional standards of team workers are well presented and should tend to build respect, each for the other, representative of the group serving children with cerebral palsy. Often the experienced worker becomes all too confident of his own ability and progress; thus, failing to recognize that new knowledge and changing roles refer to other workers as well.

Wherein brief summaries and/or conclusions appear at the end of a few chapters, the reader is provided useful reference material. These highlights give not only the gist of the preceding discussion but point to essential content and some controversies in the theories expounded. Extended use of such technique throughout the publication probably would have enhanced the value to many readers, especially those least familiar with the material presented.

Throughout, the reader is aware of a presentation of broad principles and policies substantiated by examples of demonstrations and practical suggestions for implementation. Opposing methods of treatment and care were written with a minimum of bias and were well documented. In application of theories in the field, a possible variation, compromise or selected combinations of a number of suggestions might result in effective treatment of a particular child. Such exploration and utilization of ideas presented in this volume will coincide with Miss Cardwell's emphasis on research and further study of this complex neuro-muscular condition.

The book is divided into three parts: Medical Background and Diagnosis of Cerebral Palsy; The Individual with Cerebral Palsy and His Total Habilitation; and Community Aspects of Cerebral Palsy. They are well selected but by no means mutually exclusive.

The first part offers a broad background of definition, etiology, and anatomical considerations in understanding problems of those with cerebral palsy. It contains an excellent survey of generally accepted theories of localization of function in the cortical areas. Throughout the text, interesting suggestions of poor correlation between the specific site of the lesson and distinct distortion of function are made. Additional reports on recent hemispherectomies and other radical surgery which have produced little or no distortion of function will be of major interest to the reader.

General practitioners should find the chapter on medical diagnosis of considerable assistance in their work with cerebral palsied children. The basic information on complete and differential diagnosis and possible multiple handicaps is succinctly written in a form convenient for observation and case history records. Such material should help teachers, therapists, and parents better understand the role of the physician and the importance of cooperative diagnostic procedures. As the serious reader studies this section, he will identify his own contribution in clarifying the child's status and in planning an optimum program of treatment and care.

The child is introduced warmly as a person—as a member of an appreciated family—in the second part entitled the "Individual with Cerebral Palsy and his Total Habilitation." Miss Cardwell's approach to family problems is broad and sensitive. Her references to sources of practical help are direct. Here readers with varied objectives may be served. They might focus on concrete parent guides, literature for concept broadening and/or research findings which will serve as bases for further study.

For the practitioner concerned essentially with immediate, day-to-day treatment and care, part two will be real. Although each aspect of habilitation is emphasized, the work *of the* team *for the* team is an unending theme threaded with case studies of interdisciplinary success stories. For example, the controversial question of team coordination and direction is handled objectively through documented reports of field workers but certainly points

to flexibility and freedom from possible unsympathetic medical dominance.

Challenging to all interested in problems of those with cerebral palsy is the third section, "Community Aspects of Cerebral Palsy." Throughout, the author gives realistic examples of presently functioning unified programs in which many national and local agencies and individuals are effectively participating. The scope, organization, and administrative details of a community project to meet the needs of this group are outlined with recognition of possible variations in available local resources and public attitudes.

Acquainting the reader with current research, indicating the sponsoring agents and suggesting areas for additional needed study will encourage professional workers to attack some of their problems scientifically. The breadth and thoroughness with which the aspects of prevention are covered reflect the intense interest and international contributions of the Association for the Aid of Crippled Children. For even the most sophisticated and well informed, this section will be stimulating; the concise presentation will facilitate evaluation; and cues for study will emanate.

Although teamwork is a foundation on which this publication is written, the role of the teacher in the interdisciplinary setting is somewhat less than clear. Ideally, in most cerebral palsy units, teachers and therapists work together in a daily relationship with children. Yet, the organization of this volume separates the discussion of habilitation therapies and the presentation of special education with 100 pages of material on hearing, vision, personality development, and social aspects of cerebral palsy. Undoubtedly, the author has valid reasons for this organization, but day-to-day integration in a school and treatment center would seem slightly less remote were the general functions of the "resident" team discussed as a whole. Gently, it was suggested that the educator, if possible, meet with the team. Should this not have been emphasized more strongly when problems relative to education were described as manifold and complex?

The interdisciplinary role of the teacher was considered in other sections of the book, especially in relation to speech, but questions might arise concerning team relationships and conflicts in teaching children to write and type. These functions,

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unquestionably the duty of the school, might well, in the education of children with cerebral palsy, be shared with or delegated to the occupational therapist.

Miss Cardwell considered handwriting under OT but the teachers role was not included. The group work function of the OT might well reflect the school program. Here, however, attention is directed toward need for communication wherein simliar group activities will be carried on by the teacher and/or OT, recreation or music therapists. Well known is the need for consistent patterns of working with children and for unity of purpose and method in the over-all treatment center.

The teacher reading this volume will not only better understand the child, his programs, and community action, but will be able to view his own position from other vantage points. Techniques and principles used by other professional workers might well be translated into classroom practice. Such adaptation of concept will not only aid the teacher but at least partially bridge the gap for the children as they move from one worker to another in their merry-go-round program of daily therapies and school.

Extending beyond references to special programs and personnel for the cerebral palsied, this volume frequently reaffirms need for application of general principles of child growth and development. Often a plea is made for broadening the child's horizon through association with other children as soon as practical. On the other hand, stress is placed on the importance and value of special programs and recreation centers providing activities in which these youngsters can participate.

Professional emphasis on music therapy in work with children with cerebral palsy is noteworthy. The review of accomplishments of this recently recognized therapy of long standing is provocative. Its value in communication and coordination is discussed and the challenge of cooperative research in this field emphasized. The encouragement offered here to pioneers in music therapy is great and the future direction of these current professional endeavers should be noted with attention.

The chapter on general health supervision and guidance is an outstanding simply written aid for parents, camp directors, and others responsible for full time care of children with cerebral palsy. Descriptive, practical suggestions for meeting problems of nutrition, elimination, dental care, and personal safety as offered might well serve as the basis for in-service education of hospital, convalescent home, or residential school attendants or as a course of study for parent education.

Anticipatory guidance, an excellent term for the educator as well as the physician and others on the medical staff, is the keynote for the author's program of mental and physical hygiene. The transfer of this concept to education is vital to the learning process and educational evaluation. Teacher sensitivity and anticipation will serve a similar preventive function in the classroom. This parallels the need for reinforcement of acceptable behavior and learning rather than exposure to undesirable avoidable errors. This kind of over-all guidance presupposes close teamwork and deep understanding of each child.

REVIEWED BY FRANCES PARTRIDGE CONNOR, ASSISTANT PROFESSOR OF EDUCATION, DEPARTMENT OF SPECIAL EDUCATION, TEACHERS COLLEGE, COLUMBIA UNIVERSITY, NEW YORK CITY.

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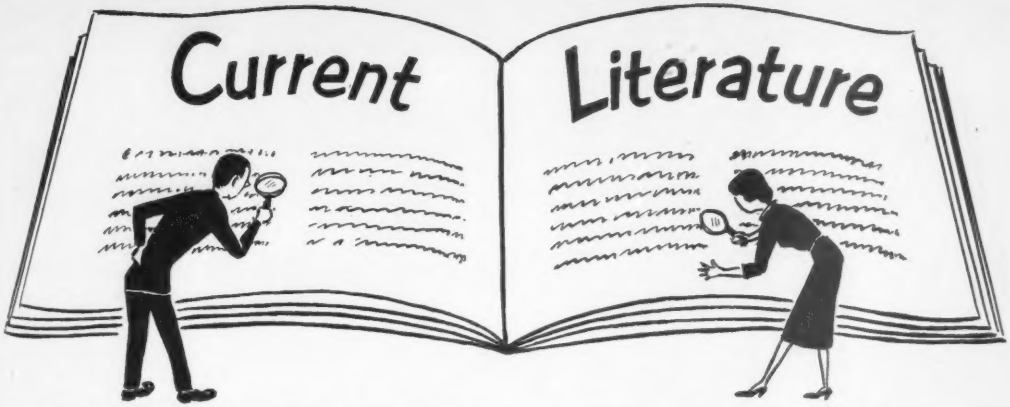

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NEW BOOKS BRIEFLY NOTED

ABRAHAM, WILLARD. *A new look at reading; a guide to the language arts.* 1956. 236 p. forms. Porter Sargent, Boston 8, Mass. $3.50, cloth; $2.75, paperbound.

Primarily an outline for instructors in conducting a course of study with teachers or other groups. Contents include 12 articles to orient students to the subject; two study outlines suggesting techniques the instructor and class may use in the study of reading and reading disabilities; four reading information forms to obtain pertinent data on health, the school situation, the parent and the child himself; bibliography. Study outlines and bibliographies are also provided for the other language arts. Other resource materials are listed and procedures outlined for conducting the study course as a workshop.

AMERICAN MUTUAL LIABILITY INSURANCE COMPANY, BOSTON. *Physical abilities to fit the job; how to determine a worker's physical abilities and relate them to job demands safely and productively* (by Bert Hanman). 1956. 145 p.

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BOROS, EVA. *The Mermaids.* 1956. 216 p. Farrar, Straus & Cudahy. New York, New York. $3.50.

The author of this first novel is a Hungarian living in England. The story is of a tuburcular young woman in a sanatorium. Her unworldliness, her beauty, and helplessness aroused the interest and love of a Budapest businessman. His relationship with her and her friends is not unlike that of a sailor in love with one of a group of mermaids. Lalla's possible emergence from institutional life into a less sheltered one and her realization that love is not unselfish bring the story to an inevitable crisis. This novel, by its simple, sensitive English, as well as because of the author's insight into human character, deserves literary attention.

COLSON, JOHN N. *Postural and Relaxation training in physiotherapy and physical education.* 1956. 105 p. figures. Charles C. Thomas, Springfield, Ill. $2.50.

The author has been responsible for the training of the greater part of the remedial gymnasts in Great Britain. Games to supplement the exercise routines are included.

COOPERATIVE PARENTS' GROUP, Palisades, California. Preschool Division. *The challenge of children,* by . . . and Mothers' and Children's Educational Foundation . . . 1957. 191 p. Whiteside and William Morrow & Co., 425 Fourth Ave., New York. $3.75.

Among the many aspects of child rearing discussed here are training for responsibility and independence, character-building, instilling moral concepts, fostering mental and physical health, and the prevention of the multitude of problems all parents face. The philosophy expressed in the book is a challenging one to parents.

DUNTON, WILLIAM RUSH, and LICHT, SIDNEY, ed. *Occupational therapy; principles and practice.* 1956, 373 p. fig., tabs. 2d ed. Charles C. Thomas, Springfield, Ill.

In this revision of a basic text, new subjects covered are pediatrics, music in hospitals, adapted games for the handicapped, and psychiatry.

HEALTH INFORMATION FOUNDATION. *An inventory of social and economic research in health,* comp. by Frederick R. Strunk. 1956. 254 p. 5th ed. The Foundation, 420 Lexington Ave., New York 17, N.Y.

This annual listing of research projects covers almost 500 such projects described briefly and listed according to the primary areas of research. Of particular interest are those projects listed under: cardiovascular diseases and work ability; cerebral palsy; chronic illness; corrective therapists; epilepsy; handicapped and disabled; mental deficiency and retardation; rehabilitation councils; and rehabilitation services for the disabled.

INTERNATIONAL RECREATION CONGRESS. *Proceedings of the . . . Philadelphia, Sept. 30-Oct. 5, 1956, sponsored by the National Recreation Association* and Department of Recreation of the City of Philadelphia . . . 1956. 178 p. Natl. Recreation Association, 8 W. 8th St., New York 11, N.Y. $3.00.

Of particular interest is the section of the Proceedings devoted to "Recreation for the Ill and Handicapped." Workshops on recreation for geriatric patients, for the mentally retarded, and for the ill child emphasized the need for expanded activities in hospitals, homes for the aged, institutions, and in the home. Curriculum requirements for training were outlined.

KERR, DONALD and BRUNNSTROM, SIGNE. *Training of the lower extremity amputee.* 1956. 272 p. illus. Charles C. Thomas, Springfield, Ill. $6.50.

This manual, intended for use in amputee training centers, includes also chapters on dressing hints and the acquiring of skill in social dancing and sports. It presents a complete and thorough coverage of every aspect of the rehabilitation of lower extremity amputees.

LEVINE, EDNA S. *Youth in a soundless world; a search for personality.* 1956. 217 p. tabs. New York Univ. Pr., New York 3, N.Y. $5.00.

A report of a study, supported by the U.S. Office of Vocational Rehabilitation, on psychological techniques which would, in use with the deaf, "stress the dynamics of personality function rather than static norms of attainment." The two tests finally chosen for the study were the Rorschach Projective Technique and the Wechsler-Bellevue Intelligence Tests for Adolescents and Adults, Form I. A chapter on illustrative test records demonstrates how major personality traits, mental activity, and emotional disturbance are expressed on the two tests used.

NATIONAL ASSOCIATION OF SOCIAL WORKERS. *Social work year book, 1957; a description of organized activities in social work and in related fields,* ed. by Russell H. Kurtz. 13th ed. 1957. 752 p. The Assn., 1 Park Ave., New York 16, N.Y.

Agencies listed are international, national governmental, national voluntary, and Canadian. Articles of especial interest are those concerned with the aging, alcoholism, chronic illness, mental health and mental illness, mental retardation, the physically handicapped, public assistance, social insurance, veterans benefits and services, and vocational rehabilitation.

O'CONNOR, N. and TIZARD, J. *The social problem of mental deficiency.* 1956. 182 p. tabs. Pergamon Pr., 122 E. 55th St., New York 22, N.Y. $5.00.

A presentation from the viewpoint of two British psychologists prominent in the field of social psychiatry. Chapters cover the historical background of mental deficiency and its problems of care, prevalence of deficiency, services provided in Great Britain, reports of psychometric investigations and their relation to occupational success, techniques of training defectives, and special problems in the treatment of unstable defectives. Recommendations for future services, their legal implications and relation to administrative provision, are made. Some of the material included in the book has appeared previously in various professional journals and books.

U. S. OFFICE OF VOCATIONAL REHABILITATION. *Workshops for the disabled; a vocational rehabilitation resource;* Edward L. Chouinard and James F. Garrett, editors. (Rehab. Serv. ser. no. 371). 1956. 167 p. Superintendent of Documents, Washington 25, D.C. 60c.

Contents: Current trends and developments in the workshop field, Edward L. Chouinard.—General description of what workshops are, Emil A. Trapani.—How sheltered workshops are established and supported, Percy J. Trevethan.—Workshop services to clients, Jane Devereaux.—The workshop as a total service to the individual and community, Byron M. Smith.—Need for workshops from viewpoint of public and private rehabilitation agencies, F. Ray Power.—Sheltered workshops integrated with vocational service agencies, Albert Cohen.—The hospital workshop and

industries program, Richard J. McCauley and Mieczyslaw Peszczynski.—Post-hospital transitional workshop employment for psychiatric patients, Bertram J. Black.—Work sampling through performance of actual job tasks, William M. Usdane.—Job adjustment of "apparent unemployables" through a vocational adjustment workshop, William Gellman.—Development of physical capacity to work, Edward Hochhauser.

WALLIN, J. E. WALLACE. *Mental deficiency, in relation to problems of genesis, social and occupational consequences, utilization, control, and prevention.* 1956. 200 p. tabs. Journal of Clinical Psychology, 5 Pearl St., Brandon, Vt.

From life-long experiences and an intensive review of the literature, Dr. Wallin presents evidence pro and con on social problems dealing with the control of mental defectives. Throughout his discussion he emphasizes the community's responsibility for developing resources to train mental defectives and keep them out of trouble. Discussed are the broad issues of institutionalization vs. sterilization, prevention of propagation, special schools and classes, colonies and home placement, all in terms of current evidence. Dr. Wallin describes the book as a "sort of digest of basic problems still in need of satisfactory solution."

PERIODICAL ARTICLES AND PAMPHLETS

AUDITORY IMPAIRMENTS

FARRELL, GABRIEL. *Children of the silent night; the story of the education of deaf-blind children here and abroad. (Perkins publ. no. 18)* 1956. 48 p. illus. Perkins School for the Blind, Watertown 72, Mass.

Some of the material from this pamphlet is included in condensed form in the chapter "Children of the Silent Night," in Dr. Farrell's book, *The Story of Blindness.*

GEYER, MARGARET L. and YANKAUER, ALFRED. "Teacher judgment of hearing loss in children," *J. Speech and Hear. Disorders.* Dec. 1956. 21:4:482-86.

Results of this study confirm earlier findings that teacher judgments cannot be relied upon as a method for selecting children with hearing loss.

MYKLEBUST, HELMER R. *The deaf-blind child; diagnosis and training.* 1956. 24 p. figures. Perkins School for the Blind, Watertown 72, Mass. 50c.

Diagnosis must consider the deaf-blind child as an altered organism as a whole and take into consideration the ophthalmological, otolaryngological and psychological areas, appraised in terms of total behavior and integrity. Diagnostic techniques and procedures are discussed. 35 references.

PRATT, GEORGE T. "Planning and organizing a teacher recruitment program." *Volta Rev.* Jan. 1956. 59:1:912, 40.

In same issue: Basic qualifications of a teacher of the deaf, Mildred A. Groht. p. 13-16.

ROTTER, PAUL "Human relations in parent education," *Volta Rev.* Jan., 1957. 59:1:20-24.

Because of the close correlation between home relationships and the deaf child's behavior, the Lexington School for the Deaf has developed a parents' program, based on sound human relations.

SCHLANGER, BERNARD B. "Testing the hearing of the mentally retarded," by Bernard B. Schlanger and Robert H. Gottsleben. J. *Speech and Hear. Disorders.* Dec., 1956. 21:4:487-493.

A report of testing procedures at the Training School, Vineland, N.J., and of procedures used in aiding children with hearing handicaps.

AMERICAN HEART ASSOCIATION. *If your child has rheumatic fever.* 1956. 19 p. The Assn., 44 E. 23rd St., New York, 10, New York.

Adapted from Children's Bur. folder no. 42-1955. Instructions for parents on the care of young patients during the acute and convalescent phase of the disease and on the protective measures necessary to prevent the recurrence of attacks are given briefly.

ORTHOPEDIC AND NEUROLOGICAL IMPAIRMENTS

BRITISH COUNCIL FOR THE WELFARE OF SPASTICS. *A case of spatial inability in a cerebral palsied child,* by Edith M. Caldwell. 1956. 28 p. illus. tabs. The Council, 13 Suffolk St., Haymarket, London, S.W. 1, England.

Methods used to teach such a child how to read, write, and cope with numbers are described.

CELLER, JUDITH. "Helpless—not hopeless." *Mental Hygiene.* Oct., 1956. 40:4:535-50.

The daughter of the Congressional Representative from New York State, a severely handicapped cerebral palsied adult, describes her early childhood, her friends and education, and her adjustment to her handicap.

KOGAN, KATE L. "A method of assessing capacity in preschool cerebral palsied children." *J. Clinical Psych.* Jan., 1957. 13:1:54-56.

The Children's Picture Information Test employs a multiple choice task requiring the indication of one picture (of 4 possibilities) which belongs with each key picture, and is composed of 34 sets of items, the content of which is largely restricted to everyday household situations.

PERLSTEIN, MEYER A., and HOOD, PHILIP N. "Infantile spastic hemiplegia; intelligence, and age of walking and talking." *Am. J. Mental Deficiency.* Jan., 1957. 61:3:534-543.

An analysis of 334 patients as to mental functioning and related areas of speech and motor development.

ROSENBERG, BERNARD, and MOED, MARTIN G. "Messenger service training; an aid to rehabilitation." *J. Rehab.* Nov.-Dec., 1956. 22:6:12, 20-21.

In searching for a program to help young adults with cerebral palsy make the transition from school to work, the Institute for the Crippled and Disabled, New York City, developed a mail-messenger training program to provide this group with vocational and social experiences.

RETARDED MENTAL DEVELOPMENT

BENOIT, E. PAUL. "Relevance of Hebb's theory of the organization of behavior to educational research on the mentally retarded." *Am. J. Mental Deficiency.* Jan., 1957. 61:3:497-507.

BLESSING, KENNETH R. "An evaluation of special education services for educable retarded children with some suggested refinements." *Am. J. Mental Deficiency.* Jan., 1957. 61:3:491-96.

Discusses major issues and problems facing parents and educators of retarded children in the public school system. The only purpose of segregating these children is to meet their educational needs more adequately; social integration with normal children is encouraged.

CHILDREN'S HOSPITAL, Los Angeles. "Panel discussion: Mental retardation; teamwork in case finding, diagnosis, approach to parents, and guidance;" Chairman, Harry Bakwin. J. *Pediatrics.* Feb., 1957. 50:2:240-50.

Three papers and a panel discussion presented at a symposium held at Children's Hospital, Los Angeles, April 9, 1956. Papers were: Classification and etiological factors in mental retardation, Herman Yannet.—Role of phy-

sician in maintaining continuity of care and guidance, Robert W. Deisher.—Research in the field of mental retardation, Herman Yannet. A fourth paper, given by Dr. Bakwin, appeared in the Oct., 1956, issue of the *Journal*.

COLLMANN, R. D. and NEWLYN, D. "Employment success of mentally dull and intellectually normal ex-pupils in England." *Am. J. Mental Deficiency*. Jan., 1957. 61:3:484-90.

Results of 200 dull and 106 normal ex-pupils are compared with corresponding results of a similar investigation of the employment status of 223 educationally subnormal ex-pupils.

HORENSTEIN, SIMON. "Reserpine and chlorpromazine in hyperactive and mental defectives." *Am. J. Mental Deficiency*. Jan., 1957. 61:3:525-39.

With a group of 36 patients at Pacific State Hospital in California, both drugs were found beneficial in curbing hyperactivity in the majority of cases.

JEWISH HOSPITAL OF BROOKLYN. Division of Pediatric Psychiatry. "The role of varied therapies in the rehabilitation of the retarded child: Occupational therapy, Dorothy Knight; Music therapy, Alice Jeanne Ludwig; Speech therapy, Millicent Strazzulla; Remedial reading, Lillie Pope." *Am. J. Mental Deficiency*. Jan., 1957. 61:3:508-515.

KELLER, JAMES E. "The relationship of auditory memory span to learning ability in high grade mentally retarded boys." *Am. J. Mental Deficiency*. Jan., 1957. 61:3:574-80.

In same issue: Digit span and anxiety; an experimental group revisited, Roger J. Callahan and James E. Keller. p. 581-82.

MORRIS, J. V. "The habit training of severely retarded defectives." *Am. J. Mental Deficiency*. Jan., 1957. 61:3:474-77.

An evaluation of a habit-training cottage in Great Britain indicates that improvements noted are largely the result of housing these patients in the specially designed unit. Comparisons are made in toilet habits before and after introduction of the program.

MUNDY, LYDIA. "Therapy with physically and mentally handicapped children in a mental deficiency hospital." *J. Clinical Psych*. Jan., 1957. 13:1:3-9.

In same issue: Changes in adjustment of institutionalized female defectives following group psychotherapy, George T. Wilcox and George M. Guthrie. p. 9-13.

SHAFTER, ALBERT J. "Criteria for selecting institutionalized mental defectives for vocational placement." *Am. J. Mental Deficiency*. Jan., 1957. 61:3:599-616.

A study at Woodward (Ia.) State Hospital to determine whether the release characteristics as currently used do differentiate successful from unsuccessful placements. One of the most significant facts revealed was the importance of dynamic characteristics as compared to static characteristics.

SLOAN, WILLIAM and BERG, IRWIN A. "A comparison of two types of learning in mental defectives." *Am. J. Mental Deficiency*. Jan., 1957. 61:3:556-66.

A report of the Word Learning Test and the Maze Test to study the learning process in mental defectives. Both appear to have satisfactory reliability for such purposes.

SOUTHERN WISCONSIN COLONY AND TRAINING SCHOOL. *What can we do?* (*Community education ser., no. 1*) 1956. 6 p. Mimeo. The Training School, Union Grove, Wisconsin.

A curriculum for the trainable child. (. . . no. 2) 22 p.

The first booklet suggests specific ways in which parents and organizations could aid the school program.

The second pamphlet outlines general objectives of the program, criteria for admission or exclusion of children to the school, and objectives and areas of study for various types of activities included in the program. These are the first two in a series of pamphlets planned by the school.

THOMAS, DAVID H. H. "Cultural attitudes to mental subnormality." *Am. J. Mental Deficiency*. Jan., 1957. 61:3:467-73.

Sociology and legislation should recognize trends indicated by research and ways should be found to fit the mentally defective into the community pattern.

WATKINS, HARRY L. "Visual perception training for the moderately retarded child." *Am. J. Mental Deficiency*. Jan., 1957. 61:3-455-60.

The theoretical structure from which to plan therapeutic activities for the education of children who are on the borderline between non-productive, nursing-care patients and productive, institutionalized patients is explained. Qualifications of the teacher-therapist, methods, and materials used in the program are discussed.

SPEECH IMPAIRMENTS

AMERICAN SPEECH AND HEARING ASSOCIATION. "Rh child: deaf or 'aphasic'?" (A symposium at the 1955 Convention of the . . . Los Angeles). *J. Speech and Hear. Disorders*. Dec., 1956. 21:4:407-25.

Contents: 1. Clinical pathologic aspects of kernicteric nuclear "deafness," Victor Goodhill.—2. "Aphasia" in kernicterus, Peter Cohen.—3. Language and behavior problems of the Rh "aphasic" child, Helen Hannigan.—4. Variations in the auditory disorders of the Rh child, Jack Rosen.—5. Some psychological considerations of the Rh child, Helmer R. Myklebust.

BANGS, J. L. "Preschool language education for the brain-damaged child." *Volta Rev*. Jan., 1957 59:1:17-19, 39.

Socialization and parent counseling play a large part in language stimulation; techniques employed by the teacher are discussed, as well. Direct therapy at this stage is not advised.

IRWIN, ORVIS C . "Short test for use with cerebral palsied children." *J. Speech and Hear. Disorders*. Dec., 1956. 21:4:446-49.

Since the administration of extended speech tests is burdensome and fatiguing for cerebral palsied children, the author offers here a short test of five front consonants incorporated in 15 words.

POWERS, MARGARET HALL. "What makes an effective public school speech therapist?" *J. Speech and Hear. Disorders*. Dec., 1956. 21:4:461-67.

An outline or job analysis form which will probably fit most public school speech correction programs.

SCHLANGER, BERNARD B. and GOTTSLEBEN, ROBERT H. "Clinical speech program at the Training School at Vineland." *Am. J. Mental Deficiency*. Jan., 1957. 61:3:516-21.

Diagnostic procedures, therapy employed, and results of the program are discussed.

SCHLANGER, BERNARD B. "Oral language classification of the Training School residents." *Training School Bul*. Jan., 1957. 53:9:243-47.

Delayed speech and language development experienced by most mentally retarded children handicaps their communication ability and social adaptability and leads to continued immature language usage.

SPRIESTERSBACH, DUANE C., DARLEY, FREDERIC L., and ROUSE, VERNA. "Articulation of a group of children with cleft lips and palates." *Speech and Hear. Disorders*. Dec., 1956. 21:4.436-45.

The speech of 25 children aged 3 to 8 years, with cleft lip and/or palate was sampled. Findings are discussed.

TUBERCULOSIS

J. SCHOOL HEALTH. Dec., 1956. 26:10.

Contents: Report of Committee on Tuberculosis, American School Health Association.—Another fruitful avenue of tuberculosis control, William P. Shepard.—The tuberculin test; Maine's powerful weapon, Robert B. Kerr.—Progress in school certification, Kathleen Jordan.—Recent tuberculin testing experiences in Iowa, Paul C. Williamson.—Tuberculin testing project in Honolulu, Robert H. Marks.

VISUAL IMPAIRMENTS

ASENJO, J. ALBERT, and AXELROD, SEYMOUR. "A survey of vocational objectives of blind college students in the U.S." *New Outlook for the Blind.* Jan., 1957. 51:1:9-16.

A report of a questionnaire survey of degrees of vision and occupational choices of 493 blind college students, types of school attended at secondary level, and specific data on aspects of teaching as a vocation for the blind. A follow-up study of their occupational status after college will be made.

ELLIS, JEAN M. "The role of the preschool counselor." *New Outlook for the Blind.* Jan., 1957. 51:1:25-30.

Covered are: Source of referrals, services to parents, techniques useful in training blind children, placement of children in nursery schools for the sighted, and a description of reading readiness kits loaned to children in kindergarten.

LEBENSOHN, JAMES E. "Optical aids for subnormal vision." *Sight-Saving Rev.* Winter, 1956. 26:4:201-209.

Describes recent developments which improve distance and near vision, often enabling the partially sighted to read and continue in their occupations.

NATIONAL SOCIETY FOR THE PREVENTION OF BLINDNESS. Committe on Education of Partially Seeing Children. "Recommended basic course for preparation of teachers of partially seeing children." *Sight-Saving Rev.* Winter, 1956. 26:4:226-27.

Training should enable work in any of three plans: traditional, cooperative special class, regular class or resource room plan, and itinerant teacher plan. Recommended additions to the basic course of 120 clock hours of training are outlined.

NORRIS, MIRIAM. "The blind child in the sighted nursery group." *New Outlook for the Blind.* Dec., 1956. 50:10:375-79.

In this paper presented at a symposium on psychological implications in the educational management of handicapped children, Miss Norris bases her comments on experiences gained from a project carried on at the University of Chicago.

GENERAL

AMERICAN SCHOOL HEALTH ASSOCIATION. "Recommended policies and practices for school nursing," 2d rev. November, 1956; compiled by a National Committee of School Nurses for the . . . *J. School Health.* Jan., 1957. 27:1:3-11.

This guide covers the general duties, qualifications, and status of nurses in schools, pupil load, and specific areas of responsibility. On p. 9 the responsibility of the nurse in the area of exceptional children is outlined.

CRANE, LOIS M. "Wheelchair patients find helpful therapy and pleasure in puppetry." *Crippled Child.* Dec., 1956. 34:4:16-18, 30.

Youthful patients at the Gonzales Warm Springs Foundation wrote the script, created the puppets and handled all details of producing a show.

FORSTER, FRANCIS M. "Psychological handling of the chronically incapacitated patient." *J. Am. Med. Assn.* Jan. 12, 1957. 163:2:102-105.

Fears of death, pain, and disability need to be understood by the physician treating such chronic conditions as epilepsy, hemiplegia, cerebral palsy, and poliomyelitis.

GOLDSTEIN, THEODORE. "How to handle teenagers." *Crippled Child.* Dec., 1956. 34:4:22-23.

Adolescence is a period of trial-and-error for the teenager and equally frustrating for parents trying to understand their children's emotions and their own feelings. For the adolescent with a physical handicap, the problem is identical.

HART, ARCHIBALD. "How homebound children do their school work." *Today's Health.* Feb., 1957. 35:2:43-44.

Four home study methods—school-to-home telephone, visiting teacher, tutor, or school by mail—may be the answer in educating the homebound child.

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